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ABSTRACT

This document consists of a teacher's resource guide, student book, and audio component intended to help beginning-level adult English-as-a-second-language (ESL) learners gain the general language skills and cultural understanding they need to function successfully in the U.S. workplace. The lessons address the following commonly encountered workplace topics and key issues: (1) expressing personal information (filling out forms, meeting new people at work); (2) dealing with job procedures and benefits (schedules, paychecks); (3) working safely (following safety rules, reporting problems); and (4) understanding workplace culture (learning to work with others, getting a performance review). The teacher's resource guide contains the following items: (1) a program overview that lists key features of the program and its four lessons, including detailed guidelines on meeting multiple learning styles and adapting lessons to specific workplace settings; (2) lesson notes; (3) unit tests; (4) photocopy masters; and (5) answer keys. The student book contains 16 lessons, a list of the listening exercise prompts found on the audio component, and an answer key. The audio component includes prompts for all listening activities, along with vocabulary lists and reading passages from each lesson. It provides aural reinforcement for reading comprehension, models natural speech, and helps build listening skills. (MN)

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At Work in the U.S. Readings and Language for Job Success Teacher's Resource Guide [and] Student Book [and] Audio Component

Ellen Vacco and Paula Jablon

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TEACHER'S RESOURCE GUIDE

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Readings and Language for Job Success

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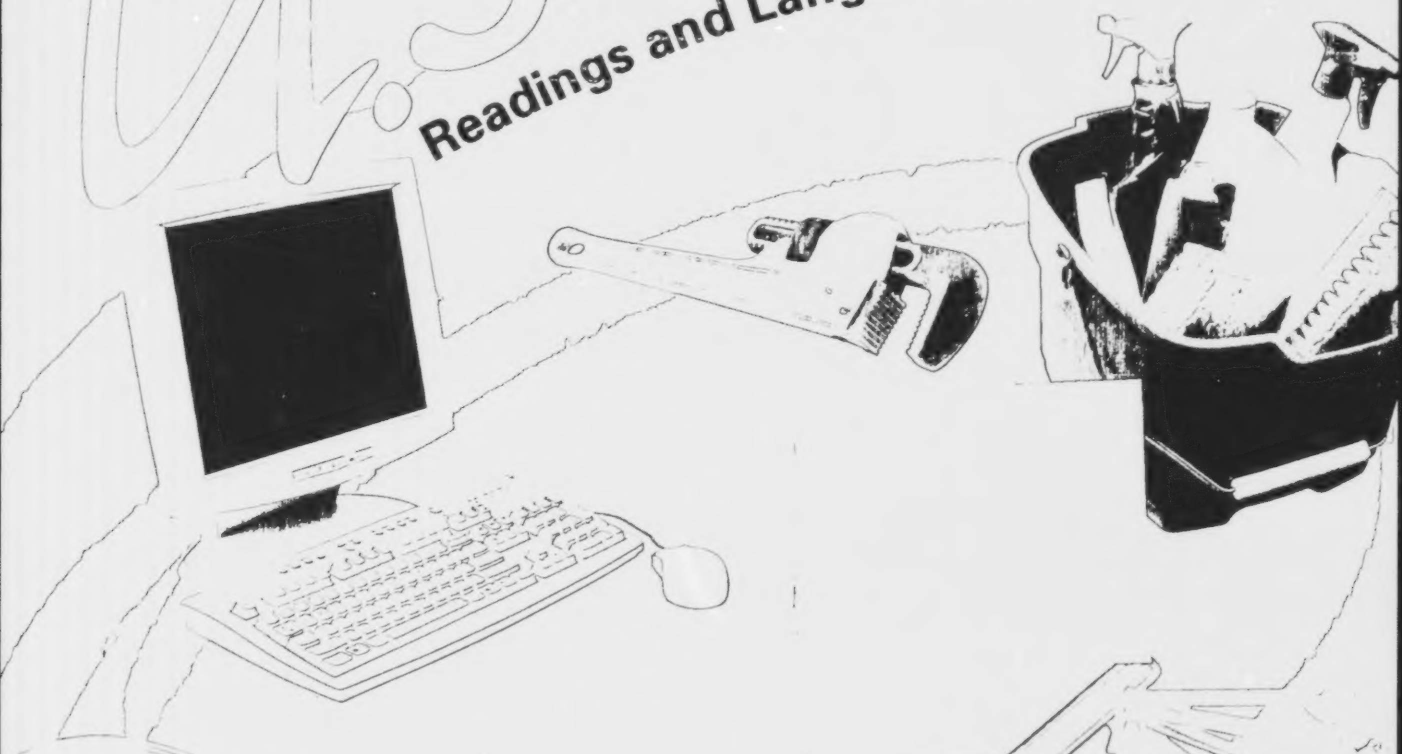

Ellen Vacco
Paula Jablon

At Work in the U.S.

Readings and Language for Job Success • Teacher's Resource Guide

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Contents

Overview 4
- Key Features of *At Work in the U.S.* 4
- Features of Units 1–4 4
- Features of the Lessons 5
- Using the Lessons 5
- Audio Recording 7
- Unit Tests and Photocopy Masters 7
- Meeting Multiple Learning Styles 7
- Adapting Lessons to Specific Workplace Settings 8

Lesson Notes 9
- Unit 1 9
- Unit 2 11
- Unit 3 13
- Unit 4 15

Unit Tests 17
- Unit 1 Test 18
- Unit 2 Test 22
- Unit 3 Test 25
- Unit 4 Test 28

Photocopy Masters (PCMs) 31

Answer Key for Unit Tests 73

Answer Key for PCMs 75

Overview

At Work in the U.S. is designed to help beginning-level ESL students develop an understanding of the U.S. workplace and gain the basic language skills they need to function effectively in it. It is suitable for use in workplace programs, adult ESL or vocational programs, community colleges, and community-based learning centers.

The lessons in *At Work in the U.S.* are theme-based and include the skills and competencies that students need at work. These themes, exemplified in stories about immigrant workers and developed through vocabulary study and skills-based activities, promote a better awareness and understanding of the U.S. workplace. Although based in specific work situations, the lessons apply to the broad variety of jobs, work sites, and work situations in which ESL learners find themselves. Through practice and reinforcement of needed skills, students will develop the confidence necessary to use English at work and in other aspects of their daily lives.

At Work in the U.S. is designed to meet the varied needs of beginning English language learners. At this level, students have limited proficiency in the language skills they need to function effectively. Some beginners, while able to express themselves orally, have low literacy skills. Others can read and may be able to write to some degree, but have limited skills in listening comprehension and speaking. For students with literacy needs, the text includes exercises for building sight vocabulary and word attack skills, as well as structured writing activities. For students who need to expand their oral skills, the text includes activities such as dialogues, pair work, and class discussions to improve listening comprehension, speaking, and conversation skills, as well as targeted pronunciation exercises. In addition, most exercises calling for written work can be done orally to provide even more speaking practice.

At Work in the U.S. is developmentally structured so that exercises become increasingly more difficult and complex, building on learned skills and vocabulary and gradually requiring greater language proficiency. The lessons are therefore most effectively taught in sequence.

Key Features of *At Work in the U.S.*

To the Student and Book Opener

At Work in the U.S. begins by providing students (and teachers) with a brief overview of what the text covers. To the Student introduces the main workplace themes and the kinds of skills that students will find as they use the book. This summary can stimulate class discussion of students' needs and goals, as well as some ways in which they think the book can help them.

The illustration and poem on the book opener page introduce the main characters, whose stories exemplify the key themes presented in each lesson. Students have a chance to talk about these people, make predictions, and think about how the characters' experiences are likely to be similar to their own.

Throughout the book, short poems are used periodically to express themes. The use of rhyme and rhythm provides sensory reinforcement to the presentation of language and content.

Script for Listening Activities and Answer Key

At the back of the student text is the script containing prompts for all listening activities. This makes it possible for students to work on or review listening activities in pairs or small groups, prompting each other and checking each other's work. The script is followed by an answer key for short-answer exercises. This allows students to work independently or to check their work in pairs or small groups.

Features of Units 1–4

At Work in the U.S. is divided into four units, with four lessons in each unit. Unit themes are

- Personal Information
- Job Procedures and Benefits
- Job Safety
- The U.S. Workplace

Each unit focuses on the story of one of the main characters, who is identified on the unit opener page. The unit opener introduces the main theme that will be developed in each lesson of the unit. A large illustration, representative of the unit theme, can stimulate discussion that elicits students' prior experience as well as key vocabulary. A list of the lesson titles in each unit allows students to think about the subject matter in lessons to come.

This *Teacher's Resource Guide* provides photocopiable unit tests, which review key points and help students assess what they have learned.

Features of the Lessons

Each lesson focuses on a basic workplace topic related to the central unit theme. The lessons provide

- readings on relevant topics presented through concrete experiences that students are likely to recognize
- exercises that build on the central topic of the lesson, allowing students to practice vocabulary, language skills, and functional skills that relate to the topic
- activities that highlight workplace issues and simulate workplace tasks
- a variety of activity types to accommodate students' different learning styles and experiences

Using the Lessons

This section provides general suggestions for using the main lesson elements and activity types. For specific suggestions for working with each lesson, particularly ideas for extension activities, see the Lesson Notes starting on page 9.

Pre-reading Questions and Illustration

On the lesson opener page, the illustration and the pre-reading questions help students focus on the topic of the lesson. Have students look at the illustration, and ask them what they see. Ask how the illustration relates to the title of the lesson and to their experience. Answer and discuss the questions together as a class.

Words for Work and More Words

These key vocabulary words for each unit are also on the accompanying audio recording. Play the audio or read the words aloud to students. Have them repeat each word. Listen for correct pronunciation; model and practice if necessary. Discuss meanings. Ask students if they have heard or seen any of the words before and, if so, in what situation. Ask if they know any related words.

Main Story

Each lesson begins with a story about one of the main characters. Each story is recorded on the accompanying audio. Play the audio or read the story aloud as students listen. Repeat all or part as needed. Then ask students some general questions. You can also ask them to summarize the story or give main ideas. Specific details are not important at this point. Have students find and underline vocabulary words from the lists on the lesson opener. They can work alone, with a partner, or in teams. Using the vocabulary words, make up questions about the story and ask the class. Discuss anything in the story that students don't understand.

Reading Comprehension Exercises

Comprehension exercises begin with straightforward yes/no activities and gradually expand in variety and complexity. These exercises focus on skills including reading for information and details, sequencing, getting the main idea, summarizing, drawing conclusions, making inferences, and predicting outcomes.

Students should complete comprehension activities in class. This enables you to observe how they arrive at an answer and to evaluate their progress. Students can work individually, with a partner, or as a group. Strongly encourage them to answer without looking back at the story. Questions are designed so that students should be able to remember the answers. After completion of the exercise, encourage further discussion.

Vocabulary Exercises

Vocabulary exercises should be completed or reviewed in class to make sure students understand meanings. Many exercises incorporate the definitions of words in the items themselves. Others use the word in a sentence, thereby making the meaning clear. For a change of pace, there are periodic word games—word searches and crossword puzzles—to reinforce learning. For these activities, students might find it helpful to work with a partner or in small groups. The puzzles can also be given as homework assignments.

Remember to customize vocabulary work whenever possible. Expand on the vocabulary in the text with words related to students' lives and jobs. Elicit suggestions from the students. You can make a class list or chart of these words, and provide or have students make flash cards. Students can also compile their own dictionaries, adding vocabulary from their workplaces as they proceed through the lessons.

Oral Exercises

Pronunciation: These activities are found on the audio recording. Play the audio or say the words and sentences and have students repeat or respond to exercise directions. The sentences for practicing target sounds are generally tongue twisters, which make pronunciation practice fun, thereby creating a relaxed and comfortable atmosphere in which to practice different sounds. Some exercises require students to find syllable breaks or identify the number of syllables. Recognizing syllables is a pronunciation as well as a word attack skill. (For these exercises the division of a word does not need to be exact.) Expand on all pronunciation exercises by using other words from the book and from students' work experiences.

As students respond to pronunciation exercises, listen carefully. You may notice other problems that are not presented in the text but that can be practiced in similar ways.

Dialogues: These activities present one or more models and then ask students to create additional dialogues using prompts in the text or their own ideas. Play the audio or role-play the first dialogue. Students can practice first as a class, then with a partner. Have students create and practice their own dialogues to use at work.

Dialogue exercises can be reinforced in various ways. Recording students as they respond and role-play is beneficial. You can also use the examples in the text as models to create others that more specifically apply to your students and their workplaces.

Listening Practice

These exercises are designed to help students develop their ability to understand oral communications typically heard in the workplace, such as instructions, corrections, or requests. The prompts are on the audio recording. Play the audio or read the exercises. Repeat as many times as necessary to ensure understanding. These activities can also be practiced in pairs or small groups. Encourage general discussion of the prompts. Elicit from students the kinds of oral communications they need to understand for their jobs, and develop additional activities based on those needs.

Reading Practice

In addition to the initial story, each lesson includes reading activities based on other stories, poems, or workplace documents such as forms, memos, reports, and announcements.

The poems in the book are intended to reinforce lesson themes and vocabulary. Play the audio or read the poem aloud. This reading can be used to help students recognize and become familiar with speech patterns including rhythm, stress, and intonation. Discuss meaning and how the poem relates to the general topic of the lesson. Have students repeat the poem after you, line by line. Then have them read the entire poem aloud. Encourage students to practice the poem at home and recite it to the class.

For activities based on forms and similar documents, have students read the material by themselves. Discuss the content and make sure they understand the meaning. If the reading is too difficult for them, read it to them and ask questions to ensure comprehension. Encourage students to bring in forms they need to read.

Writing Practice

Writing is often intimidating for students at this level. The writing activities in *At Work in the U.S.* provide structured opportunities for students to practice typical workplace writing tasks, such as filling in forms and reporting problems. Help students prepare by talking through their responses when appropriate. Give help with spelling if needed. In addition to the activities in the book, use work-related orders, forms, reports, and the like to create additional writing opportunities.

Discussion

Questions and discussion prompts are designed to stimulate critical thinking about issues raised in the lesson. They can be discussed in small groups, with each group then reporting to the whole class. Students can be encouraged to think about why their answers are similar to or different from those of others in the class.

Let's Think about It

These activities should always be done in class for maximum discussion opportunity. Activity topics are relevant to students' work life and can stimulate debate and cultural comparison as well as discussion. Ask students to justify their answers and points of view.

Cultural Exchange

Use these topics to encourage spontaneous discussion as students respond. Don't be overly concerned with grammar and pronunciation. Point out similarities of cultures as well as differences. It is important to create an atmosphere of tolerance and respect in your classroom. These discussions help to break down cultural stereotypes and barriers. If appropriate, students can also write their thoughts in a journal.

Application

These exercises are designed to connect the work in the text to tasks students will actually perform on the job. If any students are at the same workplace, encourage them to work together on application activities.

Audio Recording

The audio recording that accompanies *At Work in the U.S.*, available on cassette or audio CD, provides an oral presentation of selected student book materials to enhance students' listening and speaking skills. The recording models natural pronunciation and intonation and exposes learners to different voices. It can be used for class or small-group practice or can provide students with independent practice opportunities. The audio recording includes the Words for Work and More Words lists, the stories that introduce each lesson, all poems and stories for Reading Practice activities, word lists in Pronunciation activities, model dialogues and prompts for Dialogue exercises, and prompts for all Listening Practice exercises. Extensive practice understanding natural language and producing comprehensible speech is essential for meeting the extensive listening and speaking demands of any workplace.

Unit Tests and Photocopy Masters

This *Teacher's Resource Guide* contains photocopiable tests, one for each student book unit, to provide a measure of progress for both students and teachers. Each test covers skills and content from the whole unit. Test activities resemble the kinds of exercises used in the student book; since students already have experience with carrying out those activities, test anxiety can be kept to a minimum. A section of photocopy masters with activities to supplement each lesson and unit follows the unit tests. These activities can be used in class or assigned for homework to review and expand on lesson material. Many of them are suitable for customizing to learners' workplaces or interests.

Meeting Multiple Learning Styles

At Work in the U.S. provides a wide variety of activity types throughout the student book and the photocopy masters. Additional types are suggested throughout the Lesson Notes. This variety is essential to meet the varied needs of students with different learning styles. It also serves to reinforce the material more effectively. Beyond what is provided in the student book and this *Teacher's Resource Guide,* you can easily introduce additional modes of presenting and practicing the material. For example, have students do written exercises orally before they write, or have them review the answers orally. Have students listen to directions for an activity instead of reading them. After students read and discuss a story, elicit an oral retelling by using drawings to represent key nouns from the story. Review vocabulary with flash cards. Expand on readings or exercises by having students create their own questions and exchange them with others in the class.

Adapting Lessons to Specific Workplace Settings

At Work in the U.S. develops the basic language skills, thinking skills, and personal qualities, as well as the workplace competencies identified by the Secretary's Commission on Achieving Necessary Skills (SCANS). If students are not yet working, this material can help prepare them for future employment. For students who are working, the activities provide a framework to transfer what they have learned in class to their jobs and to bring materials or issues from work to class.

Using the material in the text as a springboard, connect the classroom to the work sites. Whenever possible, use work-related vocabulary drawn from students' own experience and needs. Compare the forms, signs, rules, and so on that students have at work to those in the text. Relate the stories in the text to students' personal experiences. If some students are not yet working, connect the lessons in the text to other aspects of their lives. For example, giving personal information, following safety signs and labels, and understanding benefits are relevant to everyone.

It is important for students, and for their employers as well, to see that class work is directly relevant to the job. This connection is key to the success of any workplace program or workforce preparation program. It motivates students to learn and helps employers evaluate and justify support of a program. Therefore, as much as possible, connect the classroom to work. Suggested methods include the following:

- Educate yourself about students' jobs; if possible, interview students, supervisors, and other workplace personnel.
- Visit students' work sites to make note of features in the surroundings, environment, equipment, and materials.
- Communicate regularly with supervisory personnel to monitor progress, ongoing needs, work changes, problems, etc.
- Relate the material in the text to students' work conditions and experiences.

Lesson Notes

These Lesson Notes, for selected activities in each lesson, focus in particular on suggestions for reinforcement and extension activities, as well as on ways to vary presentation of specific exercises in order to help students better understand and retain the material in the text.

Book Opener (page 5)

Look at the illustration. Ask students what they see. Read the poem or play it on the audio as students follow along. Then connect the poem to the illustration by asking students to look at the illustration as you read or play the poem a second time. Ask students questions about the poem to check comprehension; have them relate the poem to the people in the illustration. Ask follow-up questions about their own lives and their jobs. Finally, recite the poem together.

Unit 1

Lesson 1: In the U.S.

Students need to be able to communicate basic information about themselves at work and elsewhere. This lesson helps students understand and give personal information.

Story (page 8)

After reading the story, have a class discussion about where students live now. Ask if they live in a city or in a town, in an apartment or in a house, in a big or small home, and so on.

Oral Practice (pages 11 to 12)

Pronunciation: Show students how to pronounce the two sounds of *th*. For expansion, contrast the sounds of *t* and *z* with the sound of *th*. Have students practice with a mirror.

Dialogue: As an additional exercise, have students close their books. Ask the questions again. Students should be able to answer clearly and without hesitation. This dialogue can also be used for evaluation.

Reading Practice (page 13)

Discuss the meaning of the poem with the class. Follow up by creating one or more language experience stories in which students share their own experiences and observations. Write these stories on the board. Read them together. Have students copy from the board, or you can copy and transfer them to a handout.

Application (page 13)

Have students use their stories to introduce themselves to the class. Encourage them to say the information without reading it. As follow-up, you can make name cards or help students make their own. For the first few classes, place these cards in front of each student. This helps everyone get acquainted and remember names.

Bring in a map of the world and hang it up. Ask students to show the class their native countries. Put a star or pin on each student's country. If many students are from the same country, have them show their city, town, or area. This is also an opportunity for students to tell their stories about coming to the U.S.

Lesson 2: At ESL Class

Students need to understand forms and fill them out correctly. The material in this lesson should be reinforced with forms from students' workplaces.

Story (page 15)

After reading the story, ask students if they were nervous when they started ESL class, and why or why not. Ask if they are nervous in class now and, if so, why. If possible, discuss other activities that make them nervous.

Vocabulary (page 16)

Students may not understand the directions *Circle the word that does not belong*. The first time, you may need to do this exercise with the class to model what is required.

Reading Practice (page 20)

Follow up by making this an oral activity. Have students use the information to "introduce" their partners to the rest of the class. Encourage students to say the information, not read it, if possible.

Cultural Exchange (page 21)

Extension: Ask students how they address people in various positions in their native countries (first name; Mr., Mrs., etc.; other forms of address). Ask if their first or last names are common ones in their countries and if the names have particular meanings. If students are comfortable with the question, ask if they use a different name in the U.S. and, if so, why. Ask also if they know other people who use a different name in the U.S.

Application (page 21)

Writing Practice: For extension, ask each student to say and spell his or her address and the employer's address. Check for clarity of pronunciation.

Lesson 3: Classmates & Co-workers

When students need to communicate with people at work, they often must deal with people from different cultures and backgrounds. This lesson focuses on trying to understand and communicate with co-workers.

Story (page 23)

After reading the story, discuss the makeup of the class. Identify what countries students are from and if any are from the same country. Ask if any work in the same place and, if so, ask if they work in the same department.

Language Skills (page 25)

For extension, go around the class and ask students about the departments in which they work. Ask one student where he or she works. Then ask another student where the first student works. Have students answer in full sentences. For example:

Teacher:	Cho, where do you work?
Cho:	I work in the housekeeping department.
Teacher:	Manny, where does Cho work?
Manny:	Cho works in the housekeeping department.

If students are not working, use this round-robin technique to ask them what country they come from, where they live now, or what languages they speak.

Oral Practice (page 26)

Pronunciation: If students have difficulty producing the sound of the letter *h*, have them hold a piece of tissue in front of their mouths and try to pronounce the sound until they can make the tissue move.

Presentation: Copy the organization chart on the board. Have students go to the board one by one, fill in their own information, and tell the class about it. If many students work in the same place or department, this exercise will become repetitive. In that case, vary it by staggering the presentations. Do some one day, some the next, and so on. For review and further practice, record each student.

More Practice: Vocabulary (page 28)

Use this exercise to practice pronunciation of countries and nationalities. Follow up with your own matching exercise, including the countries represented in your classroom. Elicit from students the countries from which their co-workers come and include those countries in the exercise. As a variation, you can make a matching exercise using countries and languages.

Cultural Exchange (page 28)

If possible, have students follow up the discussion by giving a short presentation about their countries. They can include the topics discussed in the directions for the exercise. Help them make a poster showing flags of their native countries and hang it in the classroom.

Have the class host an international day. This could be held to celebrate a U.S. holiday, students' holidays, or the end of the school year. Include food, clothing, music, etc. Decorate the room with pictures or, if possible, crafts and other items representing the students' countries. Students can also make invitations, cards, or a poster with "Welcome," "Happy Holidays," or another appropriate message written in each one's native language.

Application (page 29)
For extension, ask students what topics they talk about with their co-workers. Have them role-play a conversation with a co-worker.

Lesson 4: Maria's Job

This lesson helps students define work-related language goals. Goal setting helps students understand their own needs, monitor learning, and evaluate progress.

Pre-reading Illustration and Questions (page 30)
Discuss and make a list of the jobs students have now or have had in the past. Help with vocabulary if needed. Students may want to create a poster or collage of their own jobs, similar to the illustration.

Language Skills (page 33)
After students answer the questions in exercise B, have them brainstorm other questions. Encourage them to include common work-related words. Then one student asks a classmate a question. That classmate answers and asks another classmate a question (the same or a different one), and so on.

More Practice: Measurement (page 34)
For follow-up, bring in different tools of measurement and practice with them. Students can bring in measuring tools they have at work or at home. Have students demonstrate and practice with them.

Cultural Exchange (page 35)
Extension: Food is a universal and unifying topic. Everyone can participate in the discussion. Prepare for having students bring in foods or recipes with general discussion. Start by asking questions, for example: *Do you like American food? What do you like? What don't you like? Are there foods you haven't tried? Why?* Bring in or have students bring in supermarket ads, menus, or a picture dictionary, and review names of common foods.

Application (page 36)
For follow-up, tally students' responses and make a class chart. Then discuss the responses of the class as a whole.

Unit 2

Lesson 5: A Busy Schedule

Workers need to be able to read work schedules, know how to request a change, and understand acceptable reasons for doing so. This lesson deals with schedules and the American concept of time.

Story (page 39)
After reading the story, have a class discussion about working and child-care issues. Ask students who takes care of their children, if they are in a good situation, if their child care is expensive or reasonable, and so on.

Language Skills (page 41)
Extend exercise B by adding other verbs and prepositional phrases that relate to students' lives and jobs.

Listening Practice (page 42)
Follow up by dictating other numbers, dates, and times. In particular, include numbers ending in *-teen* and *-ty*. Contrast the numbers (*e.g., thirteen, thirty*). Then turn around so students can't see you form the words, and dictate other numbers.

Let's Think about It (page 45)
After reviewing students' responses, discuss other good or bad reasons for being late.

Application (page 45)
Students may not be able to write a dialogue, but may have sufficient verbal skills to role-play a conversation without a script. Or the class could write a dialogue together, memorize it, and have pairs present it.

Encourage students, as they prepare their work schedule, to include details such as carrying out job procedures and tasks, taking breaks, and so on.

Lesson 6: Ana's New Job

Workers not only have to understand job procedures, but they often have to explain to others what they do and where things are at work (*e.g.*, for inspections and ISO qualifications). In this lesson, students practice following directions and locating supplies, as well as describing their jobs.

Story (page 47)

After reading the story, ask your students if they have inspections at work. If so, ask who does the inspection, how often one occurs, what happens, and so on.

Listening Practice (page 51)

Following Directions: After completing the first activity as a model, customize the listening task with directions that your students need on their own jobs.

To help students understand oral instructions in general, play games like Simon Says including directions such as *sit down, stand up, turn around, look to the left, look to the right*, etc.

Application (page 53)

If students need additional support in telling about their jobs, write the following words on the board: *Department, Job, First I* __, *Then I* __, *Next I* __, and *I use* __. Students can use these words as prompts. For review and further practice, record students' presentations. Then ask students questions about their classmates' jobs. If students aren't working, they could describe their daily routine at home or in class.

For variations, have students bring tools or other objects they use at work and explain how they use them. If possible, go to students' work sites and have them explain their jobs. Using a language experience approach, have the class compose a paragraph about their jobs, for example: *Lucia works in the laundry. She washes the sheets and towels. Minh works in maintenance. . . .*

Lesson 7: Time Off

Workers have to understand when they can appropriately take time off as well as the importance of notifying their employers if they won't be coming to work. This lesson gives students an awareness of these issues and practice in the procedures they need to follow.

Pre-reading Questions (page 54)

In addition to the questions here, ask students how they ask for time off and who they have to call or talk to.

Language Skills (page 57)

Expand on exercise B by having students make up questions using the verb *have*, asking about illnesses and work issues, for example: *Do you have a headache? Do you have the scissors? Do you have a day off?* Students can work as a class or with a partner, preparing questions and then asking and answering them.

Listening Practice (page 59)

After practicing with the recorded message, dictate messages on other issues, including calling in late, reporting an absence, or requesting supplies. If possible, include messages that apply to students' jobs or work sites. Also, have students dictate messages to each other on a variety of topics.

Application (page 61)

After students practice calling in sick with the exercise in the book, have them call their boss, the Human Resources office where they work, or you; have them leave a message on an answering machine. Arrange this ahead of time with the boss or HR personnel so that they understand that the message is only practice.

As students practice asking for time off, encourage class discussion of workplace policies for requesting vacation and other time off. Use item 2 to have students develop role-plays between a boss and an employee.

Lesson 8: Getting Paid

In this lesson students learn about paychecks and related issues. They learn to read their pay stubs and understand what deductions have been taken.

Story (page 63)

After reading the story, have a class discussion about paychecks. Ask students if they understand everything on their pay stubs and what the specific taxes are used for. Ask students if they ever work overtime and, if so, how often. Ask if they like overtime, and why or why not.

Language Skills (page 65)

For extension, show students a picture of people working (something site- or job-specific is best). Ask the class questions requiring answers in the present continuous tense. Students can also work in pairs to write about pictures of people working.

For further extension, go around the class and ask each student *What are you doing? What are you wearing?* Answers should not be duplicated. For more extended practice, make up questions beginning with *who, what, where,* and *why,* using the present continuous tense. (Suggested verbs: *doing, wearing, working, reading, smiling, looking at,* etc.) Write each question on a card. Students pick one or two cards each. The first student calls on a classmate by name and asks a question. The second student answers the question and then calls on a third classmate, who answers and then asks another question, and so on. Continue until everyone has had a chance to ask and to answer.

Reading Practice (page 67)

After reading the poem, have a class discussion about benefits and taxes. Ask questions, for example: *What kind of health insurance do you have? What does it cover? What is Social Security used for?* You could also have the class make a list of other taxes they pay (sales, property, school, town or county, etc.). Ask students if they think taxes are high in the U.S. Have them compare taxes here to those in their native countries.

Unit 3

Lesson 9: Change Is Hard

Working with new people, new products, and new machines can create tensions that affect productivity and even safety. In the context of a changing workplace, this lesson introduces students to key safety vocabulary on signs and labels and teaches them when and how to ask for help.

Story (page 72)

After reading the story, have students reread the third paragraph. As a class, discuss teamwork. Ask if students work in teams, or with one or two other people but not in a team structure. Ask if they like teamwork, and why or why not. Help them discuss what is good about working in teams and what is not so good about it.

Comprehension (page 73)

Point out new directions to students. Explain *There may be one or two answers.* If necessary, do the first item or two as a class to demonstrate.

Language Skills (page 75)

Have students further personalize the exercise by making additional sentences about things they never do, seldom do, usually do, etc., at work and at home.

For extension, contrast the present and present continuous tenses by asking questions, for example: *Do you work every day? Are you working now?* Give students other verbs applicable to work, such as *finish, do, go, read, speak,* or *take*. Have them work together to make sentences using both tenses. This can be done as a competition.

Reading Practice (page 76)

Ask students if they know someone at work who sometimes needs help. Have them explain what they do if someone needs help.

Discussion (page 76)

Extend the discussion by asking students when they need help at work. Make a class list. Using this list, help students create one or more dialogues between a boss and a worker asking for help. Have pairs of students role-play the dialogues. If students are not working, have them make a list and create dialogues based on any time they need to ask for help, and then role-play.

Application (page 77)

Ask students if they use dangerous products at work or at home. Ask what the products are. If possible, have students bring in or copy labels from those products to share with the class.

Ask for permission to walk, with the class, around a workplace where one of your students works. Point out safety signs and labels. If it is permitted, you may want to take pictures of them.

Lesson 10: Safety on the Job

It is essential that workers understand and follow safety rules. They may also have to wear safety gear and use safety equipment. In this lesson students learn about safety at work.

Story (page 79)

After reading the story, ask students who told them about safety at work. Find out if they have safety training, teams, or some similar structure where they work.

Language Skills (page 82)

For follow-up, give students verbs that they might use at work, such as *wait, wash, finish,* or *fix*. Have them make sentences in the past tense. Do this as a class activity, in pairs, or for homework.

Listening Practice (page 83)

Have students repeat each word. Make sure they pronounce the endings distinctly. For extension, add other verbs that students know. To further help students remember the distinction in past-tense endings, make lists of verbs with contrasting endings.

Application (page 85)

As a class activity, make a list of all the safety rules students bring to class. Post this list, and periodically check students' comprehension.

Lesson 11: Accidents Can Happen

Accidents are common at many workplaces. In this lesson students learn about preventing accidents and following procedures when there is an accident.

Vocabulary (page 89)

Exercise B may be difficult or unfamiliar for students. If so, do it together as a class.

Language Skills (page 90)

For more practice, make flash cards of irregular verbs. Put the present tense of the verb on one side and the past tense on the other. Have students practice seeing one form and giving the other form. Students can then use these cards individually or in pairs.

For variation, make two sets of cards with present and past tenses of the same verbs. Shuffle and place all cards facedown in rows. Students take turns finding present-/past-tense matches. When a match is made, the student who made it must use the past-tense verb in a sentence. Then he or she keeps the two cards. The student with the most cards wins.

Application (page 92)

For item 1, bring a first-aid kit to class and help students identify the items and what they are used for. In item 2, if there is no accident form available, use the one in the book as an example and create your own.

Lesson 12: Reporting a Problem

Workers need to know how and when to report problems. They need to know that this is everyone's responsibility and important for safety, efficiency, and quality of work. This lesson gives students the tools they need to identify and report workplace problems.

Story (page 94)

After reading the story, ask students what kind of problems they have at work. Encourage them to discuss a variety of problems, for example, with equipment, supplies, or people.

Language Skills (page 97)

Extend by giving students other verbs that they might use at work, such as *get, have, tell,* or *bring*. Have them use the verbs to make sentences in the past tense.

For more practice, separate the class into teams. Put a list of present-tense irregular verbs on the board. Each team comes up with the corresponding past tense of all the verbs. One person records the past-tense forms. As a variation, put two identical lists on the board. Members of each team take turns going to their list of verbs and writing the past tense of one verb until the list is complete. The first team to get all the correct answers wins.

Application (page 99)

Review the pronunciation of information needed in an emergency, especially name and address. Have students practice spelling the information as well. If possible, record this exercise for further practice and review.

Unit 4

Lesson 13: Laid Off

Layoffs are stressful for everyone. Workers often need information when dealing with a layoff. In this lesson students learn about where to go and what to do to find a new job.

Pre-reading Illustration and Questions (page 101)

Discuss the illustration with the class. Ask students questions about the ads. Ask them where they see bulletin boards and what they find on them. Then have them answer and discuss the pre-reading questions.

Story (page 102)

Ask students if they know anyone who has been laid off and if layoffs worry them. After reading the story, ask students if they were ever laid off and, if so, what they did to manage until they found a new job and how they found another job.

Reading Practice (page 106)

Read the ads with the students. Make sure they understand the ads, particularly the abbreviations, before answering the questions. For extension, bring in the Help Wanted section of the local newspaper. Have students read some of the ads. Review vocabulary and abbreviations. Make a list of new words.

Lesson 14: At the Store

There are many things to learn when beginning a new job. In this lesson students learn about adjusting to a new place, finding their way around by asking for and getting directions, and understanding unions.

Story (page 111)

After reading the story, ask students if they had a lot to learn when they first started their jobs. Encourage them to tell who helped them and how they felt. Ask if it was hard or easy to learn about the new job.

Language Skills (page 114)

Extend by adding other words of direction, such as *near, around the corner from, turn left, turn right,* etc. Using other floor plans, your classroom, the picture of the storage closet on page 50, etc., give students the locations of objects, for example, *I see something in the back of the room, next to __, behind __*. Students guess the object. Alternatively, using the places or pictures suggested above, ask students to find specific locations or objects *(Where is __?)* and identify them using words of direction and location.

Lesson 15: Getting Along with Sam

There are often personality clashes at work. Trying to understand and get along with people in a new culture can be particularly frustrating. This lesson focuses on dealing with difficult co-workers.

Pre-reading Illustration (page 117)

Ask students what they think is happening in the illustration. Help them to speculate on why the person is standing to one side and to discuss how they think he feels.

Story (page 118)

After reading the story, ask students if they ever had a problem like this. Ask how they felt and what they did about the problem.

Comprehension (page 119)

In exercise B, the ending can be written as prose or as a dialogue. Alternatively, if it suits their skills better, students can role-play an ending rather than write it.

More Practice: Language Skills (page 124)

Have students take turns asking and answering these questions. For extension, have them brainstorm additional questions with *when* and *where*. Write the questions on the board or give students a written list, and have them practice with one another.

Application (page 124)

Use this exercise to generate a class vocabulary list of things students use and encounter or deal with in their jobs.

Lesson 16: Understanding the U.S.

Most people living and working in a new culture want and need to understand what the expectations are. This lesson focuses on standards of social behavior and job performance in the U.S.

Story (page 126)

After reading the story, discuss the concept of performance evaluations or reviews and why they are done. Ask students if they have a performance review at work and, if so, whether it is oral or written. Encourage them to discuss how they feel about getting a review. For example, ask if it makes them feel nervous, good, angry, etc.

Reading Practice (page 130)

Review with students if they get an oral or written review. Ask *Do you always understand the review? Who gives it to you?* If students get a written review, ask if it is anything like the form in the text.

Writing Practice (page 131)

Have students use the vocabulary and phrases from the exercise in reinforcement activities. As a class or in pairs, have them create one or more dialogues between a boss and and an employee. The employee can tell the boss his or her strengths. The boss will tell the employee about things he or she needs to improve. Students can role-play the dialogues in pairs and then reverse roles.

Bring in a written review or review form. Read it and discuss with the class. Ask how it is similar to or different from reviews used where they work.

Let's Think about It (page 132)

For extension, have students talk about things that are hard about living in the U.S. Encourage students who have experienced similar difficulties to suggest ways of dealing with problems.

Ask students if they know what to say or do for weddings, births, deaths, birthdays, and so on in this country. Have students share information. List appropriate ways to respond to those events. Have students practice them and create role-plays for different situations.

Have students compare and contrast acceptable workplace behavior in their native countries to that in the U.S. You may want to list or create charts to show some of the similarities and differences.

Application (page 133)

Students should be encouraged to write about any aspects of their own immigrant experience: coming to the U.S., what they like or don't like about life here, their jobs, their families, learning English, their ESL class, etc. Focus here on getting students to express their ideas without worrying about whether their English is perfect. If they wish, they can work with you later to edit the story and correct grammar and spelling.

For extension, help students compile their stories into a class book with a picture of each person before each story. This can provide ongoing reading material, models for further writing, and something to share with their families.

At Work in the U.S.
Unit Tests

The following unit tests may be photocopied for classroom activities and homework.

20

UNIT TEST

Vocabulary

Match each word with the correct definition.

____ **1.** cafeteria
____ **2.** co-worker
____ **3.** department
____ **4.** laundry
____ **5.** supervisor
____ **6.** form
____ **7.** uniform
____ **8.** aide
____ **9.** signature
____ **10.** supplies

a. a paper for filling out information
b. boss
c. things you need to do a job
d. written name
e. a helper
f. a person you work with
g. a place to wash clothes
h. a place to eat at work
i. a part or division of a workplace
j. clothes to wear at work

Measurements

Match the measurements that are the same.

____ **1.** 1 ft.
____ **2.** 1 tbsp.
____ **3.** 1 qt.
____ **4.** 1 pt.
____ **5.** 1 yd.
____ **6.** 1 sq. ft.
____ **7.** 1 gal.

a. 2 c.
b. 4 qt.
c. 144 sq. in.
d. 3 tsp.
e. 12 in.
f. 2 pt.
g. 36 in.

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Reading

Read the form and answer the questions.

NAME Ho (Last) Minh (First) (Middle Initial)

ADDRESS 25 (No.) Water St. (Street) 30 (Apt. No.)

Palo Alto (City) CA (State) 94303 (Zip Code)

TEL. NO. (415) 625-7300 (Area Code) SOC. SEC. NO. 042-78-9545

SEX
☒ Male
☐ Female

MARITAL STATUS
☐ Married
☒ Single

DATE OF BIRTH 6 (Mo.) / 13 (Day) / 65 (Yr.) AGE 36

NATIVE COUNTRY / COUNTRY OF BIRTH Vietnam

NAME OF EMPLOYER Bancroft, Inc.

SIGNATURE Minh Ho DATE 10/8/01

Answer the following questions.

1. What is Minh's last name? ______________________________
2. Where does he live? ______________________________
3. What is Minh's zip code? ______________________________
4. What does *no.* mean? ______________________________
5. Is Minh married or single? ______________________________
6. How old is he? ______________________________
7. Where does he work? ______________________________

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Writing

Answer the following questions. Write a complete sentence if you can.

1. What is your name?

____.

2. What country do you come from?

____.

3. What is your nationality?

____.

4. What is your address?

____.

5. Where do you work?

____.

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23

Language Skills

Complete each sentence with the present tense form of the verb.

1. Luz __________________ (be) my friend.

2. She __________________ (be) thirty-two years old.

3. Luz and her husband, Miguel, __________________ (live) in Miami.

4. Miami __________________ (be) a big city.

5. Miguel __________________ (work) in a hospital.

6. Luz __________________ (want) to learn English and get a better job.

Make a question for each of the following sentences.

Example: You work every Saturday. Do you work every Saturday?

1. Maria makes the fruit salad.

__________________ Maria __________________ the fruit salad?

2. You like your job.

__________________ you __________________ your job?

3. Your supervisor works hard.

__________________ your supervisor __________________ hard?

4. They have three children.

__________________ they __________________ three children?

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Unit 2

UNIT TEST

Vocabulary

Match each word with the correct definition.

____ **1.** storage room

____ **2.** benefit

____ **3.** deduct

____ **4.** overtime

____ **5.** FICA

____ **6.** unpaid time

____ **7.** day off

____ **8.** break

____ **9.** part-time

____ **10.** materials

a. Social Security

b. time off with no pay

c. supplies

d. stop working for a short time

e. less than 40 hours of work

f. health insurance, vacation, etc.

g. place to keep supplies

h. subtract; take away

i. more than 40 hours of work

j. day with no work

Language Skills

Complete each sentence with the correct form of the verb *to have*.

Example: We have six paid holidays.

1. Rosa __________________ the flu.

2. You __________________ good benefits.

3. I __________________ a lot of work to do today.

4. My manager __________________ a day off today.

5. Sasha and Michael __________________ the same vacations.

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Complete each question with *can* + the verb.

Example: (leave) Can I leave at 3:30 tomorrow?

1. (cover for) ________________ you ________________ me on Thursday?
2. (go) ________________ I ________________ on break now?
3. (finish) ________________ we ________________ the order after lunch?
4. (take) ________________ I ________________ my vacation in July?
5. (help) ________________ you ________________ me?

Reading

Read the story and complete the pay stub.

Kwan Park gets paid every week. He makes $9.50 an hour and gets time and a half for overtime. From 11/7/02 to 11/13/02 Kwan worked 40 regular hours and 6 hours overtime. The deductions on his pay stub are Federal Withholding Tax for $28.06, State Tax for $15.35, FICA for $27.40 and Health Insurance for $68.75.

Employee Name Kwan Park
Employee #
Pay Period

	Hours	Rate	Total
Regular	____ X	____	____
Overtime	____ X	____	____
GROSS PAY ➡	____________		

Deductions

Fed. Withholding Tax ____________
FICA ____________
State Withholding Tax ____________
Health Insurance ____________
Total Deductions ____________

GROSS PAY ➡	
TOTAL DEDUCTIONS ➡	
NET PAY ➡	

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Writing

Answer the following questions. Write a complete sentence if you can.

1. What is the name of your department? ____________________

2. What is your job? ____________________

3. What supplies do you use at work?

   ____

   ____

4. What days do you work? ____________________

   What hours do you work? ____________________

   What are your days off? ____________________

5. You are late for work. What do you do?

   ____

   ____

   You are sick and can't go to work. What do you do?

   ____

   ____

   You want time off. What do you do?

   ____

   ____

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Unit 3

UNIT TEST

Vocabulary

Match each word with the correct definition.

____	**1.** toxic	**a.** right now
____	**2.** caution	**b.** amount of heat or cold
____	**3.** required	**c.** burns easily
____	**4.** repair	**d.** warning; be careful
____	**5.** fumes	**e.** poisonous
____	**6.** immediately	**f.** fix
____	**7.** temperature	**g.** harmful; dangerous
____	**8.** flammable	**h.** necessary; need to do
____	**9.** hazardous	**i.** something you breathe; gas and smoke

Complete each sentence with one of the words or phrases below.

rules	OSHA	training	first aid kit	fire extinguisher
labels	injuries	fire alarm	Quality Control	

1. You pull the ____________________ when there is a fire.

2. Following safety ____________________ helps to prevent accidents.

3. You need ____________________ to learn a new job.

4. People from ____________________ check for safety at a factory.

5. You use safety gear to prevent ____________________.

6. You keep medical supplies in a ____________________.

7. ____________________ have directions and safety warnings on them.

8. Use a ____________________ to put out a fire.

9. People from ____________________ check the products workers make.

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Language Skills

Read the following paragraphs.

Karma *works* hard. She *makes* dresses. She *operates* a sewing machine. She *wears* a hairnet.

I *work* hard. I *make* furniture. I *use* a sanding machine. I *wear* a mask.

Kim and Helen *work* hard. They *clean* hotel rooms. They *use* mops and cleaners. They *wear* gloves.

Change each verb to the present continuous tense and rewrite the three paragraphs.

Karma is working hard. ______________________________________

____

____

____

I ____

____

____

____

Kim and Helen ____

____

____

____

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Fill in the blanks with the past tense form of the verbs.

Vilma works in a restaurant. Yesterday she dropped a glass bowl. The bowl (break) ___*broke*___. Vilma (cut) ______________ her hand. There (is) ______________ a lot of blood. A co-worker (put) ______________ some cold water on Vilma's hand. Then she (tell) ______________ the manager about the accident. The manager (go) ______________ to the employee bathroom. He (get) ______________ the first-aid kit and (bring) ______________ it to the kitchen. He (look) ______________ for the bandages and (find) ______________ a large one. He wrapped Vilma's hand. Then he (take) ______________ her to the hospital. At the hospital Vilma and her manager (have) ______________ to wait for an hour. They (are) ______________ both upset. Finally the doctor (treat) ______________ the cut on her hand. He (do) ______________ a good job. After one week Vilma (go) ______________ back to work. After the accident Vilma (is) ______________ more careful at work.

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Unit 4

UNIT TEST

Vocabulary

Match each word with the correct definition.

____ **1.** evaluation
____ **2.** salary
____ **3.** inventory
____ **4.** damaged
____ **5.** assistant
____ **6.** raise
____ **7.** improve
____ **8.** promotion
____ **9.** instructions

a. more pay
b. helper
c. better job
d. do/get better
e. directions
f. not good/broken
g. list of items
h. review
i. wages

Choose the correct word to complete each sentence.

cooperative
dependable
hardworking
neat
punctual

1. You work hard. You are ________________.

2. You're always on time. You are ________________.

3. Your work area is clean and in order. You are ________________.

4. You work well with other people. You are ________________.

5. You always come to work and do your job. You are ________________.

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Language Skills

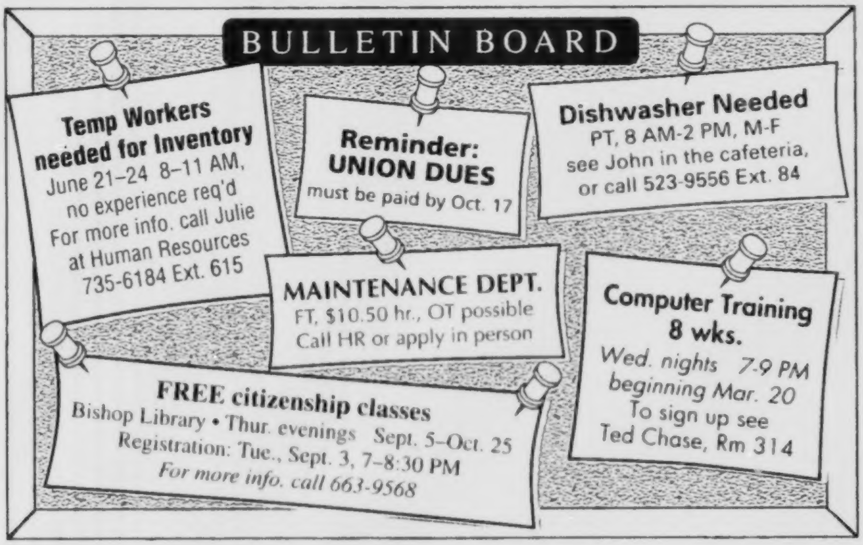
What are you going to do in the future? Use the future tense.

Example: This afternoon I *am going to take* the bus home.

1. *Tonight* I ____.
2. *Tomorrow* I ____.
3. *Next weekend* I ______________________________________.
4. *Next summer* I _______________________________________.
5. *Next year* I ____.

Reading

Look at the bulletin board. Then answer the questions.



BULLETIN BOARD

Temp Workers needed for Inventory
June 21–24 8–11 AM,
no experience req'd
For more info. call Julie
at Human Resources
735-6184 Ext. 615

Reminder: UNION DUES
must be paid by Oct. 17

Dishwasher Needed
PT, 8 AM-2 PM, M-F
see John in the cafeteria,
or call 523-9556 Ext. 84

MAINTENANCE DEPT.
FT, $10.50 hr., OT possible
Call HR or apply in person

Computer Training 8 wks.
Wed. nights 7-9 PM
beginning Mar. 20
To sign up see
Ted Chase, Rm 314

FREE citizenship classes
Bishop Library • Thur. evenings Sept. 5–Oct. 25
Registration: Tue., Sept. 3, 7–8:30 PM
For more info. call 663-9568

1. How many weeks are the computer classes? What day are they on? Are they in the morning or at night?
2. Which job is full-time? Which jobs are part-time?
3. How much do the citizenship classes cost? Where are they? When do they take place? What number can you call for more information?
4. When must union dues be paid?
5. Which job is temporary and doesn't require experience?

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Problem Solving

What do you do at work? Read the sentences below. Decide what to do. Check the best answer.

1. You can't find one of your supplies. What do you do?
_____ a. Use something different.
_____ b. Ask your boss.

2. Your boss gives directions. You don't understand everything. What do you do?
_____ a. Ask a co-worker to explain them.
_____ b. Ask the boss to explain them.

3. You have a problem with a co-worker. What do you do?
_____ a. Talk to your boss.
_____ b. Look for another job.

4. Your co-worker is smoking in a non-smoking area. You ask him to stop. He doesn't stop. What do you do?
_____ a. Stop talking to your co-worker.
_____ b. Tell your boss.

5. You are very late for work. Your boss will be mad. What do you do?
_____ a. Take the day off.
_____ b. Talk to your boss.

6. You are laid off. What do you do?
_____ a. Go to the Unemployment office every week.
_____ b. Call your old boss every week.

7. Your performance review is not good. What do you do?
_____ a. Ask your boss how you can improve.
_____ b. Look for another job.

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At Work in the U.S.
Photocopy Masters

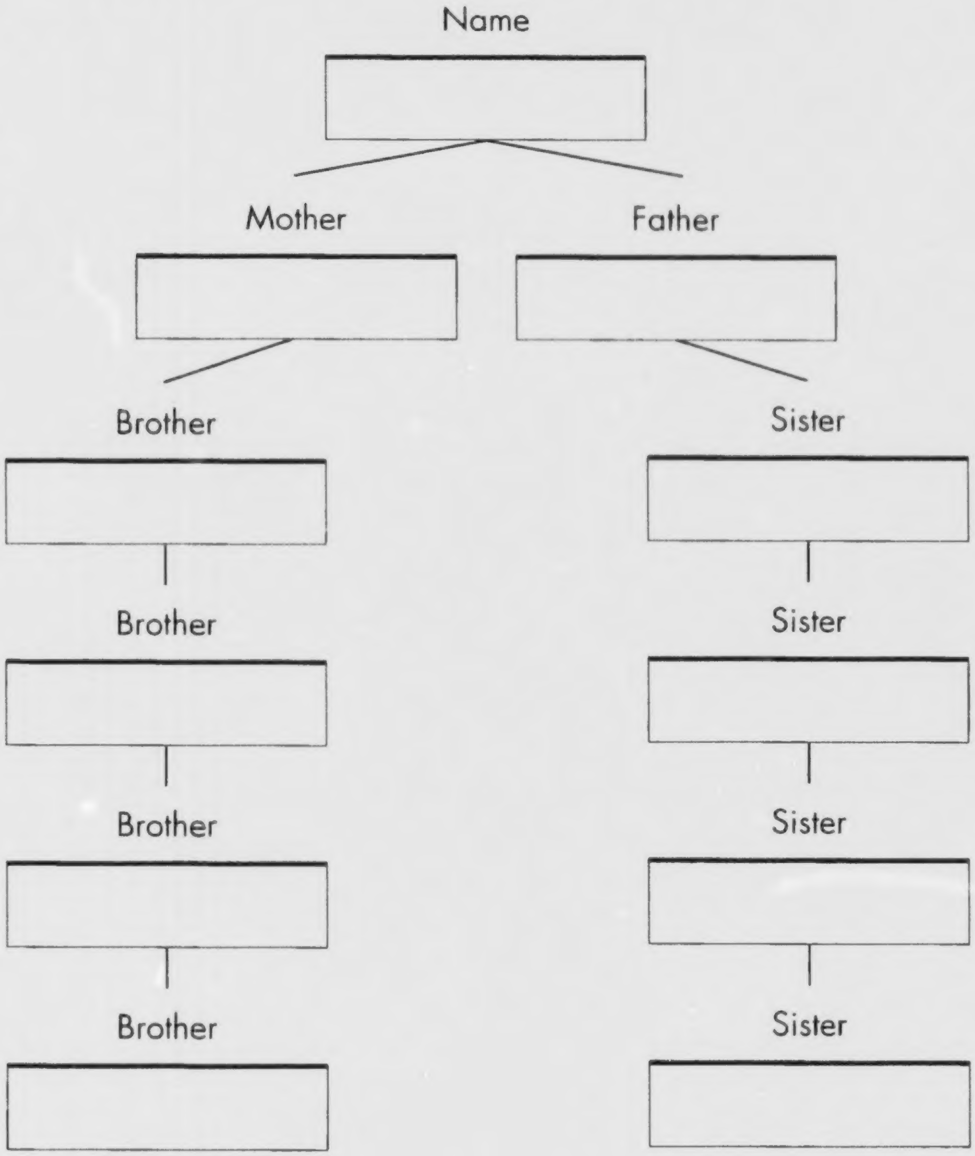
The following photocopy masters (PCMs) may be photocopied for classroom activities and homework.

PCM 1

UNIT 1 LESSON 1

Family Tree

Fill in the chart. Tell your classmates about your family.



To the Teacher *Variation:* Copy the chart on the board. Students go to the board, fill in their information, and tell the class.

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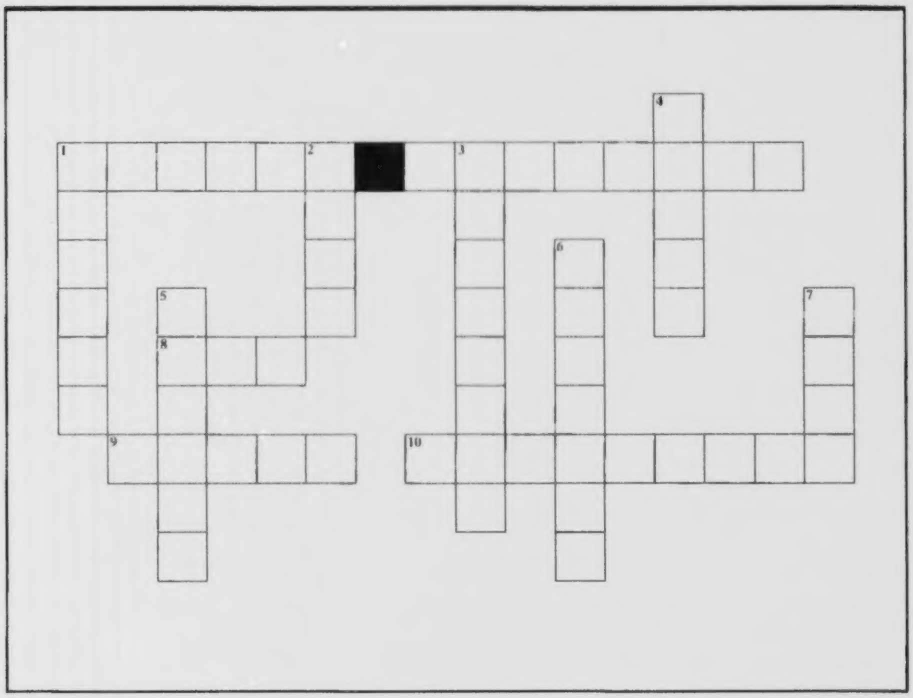
PCM 2

UNIT 1 LESSON 2

Vocabulary

Fill in the crossword puzzle with the correct words.



Across

age
birth
Social Security
telephone

Down

address
employer
family
first
last
male
single

Across

1. To work in the U.S., you need a ____________________ ____________________ number. (2 words)
8. How old are you? What is your ____________________?
9. Your birthday is your date of ____________________.
10. The area code is part of your ____________________ number.

Down

1. If you are not married, you are ____________________.
2. Garcia is Maria's ____________________ name.
3. The company where you work is your ____________________.
4. Maria is Maria Garcia's ____________________ name.
5. A father, mother, and children are a ____________________.
6. The place where you live is your ____________________.
7. Another word for man is ____________________.

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PCM 3

UNIT 1 LESSON 3

Language Practice

Put the words in the correct order to make a sentence.

Example: kitchen Win the works in
Win works in the kitchen.

1. cafeteria co-workers in my the are

____.

2. to talk supervisor wants Maria her to

____.

3. supply room workers uniforms the in their get

____.

4. a room there patient is new 35 in

____.

5. punch in 7 A.M. workers and at punch out 3 P.M. at

____.

6. co-workers class my of four ESL are my in

____.

7. sheets hospital a and towels lot uses of the

____.

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To the Teacher *Variation:* Write each word on a card. (Index cards, poster board, or construction paper work well.) Students work in pairs and move cards around to make the sentence.

PCM 4

UNIT 1 LESSON 3

Vocabulary

Match the country with the corresponding nationality.

		Country		**Nationality**
____	**1.**	Ukraine	**a.**	Japanese
____	**2.**	Mexico	**b.**	Cambodian
____	**3.**	Cambodia	**c.**	Sudanese
____	**4.**	Brazil	**d.**	Korean
____	**5.**	Japan	**e.**	Iranian
____	**6.**	Guatemala	**f.**	Bosnian
____	**7.**	Thailand	**g.**	Filipino
____	**8.**	Iran	**h.**	Cape Verdean
____	**9.**	Sudan	**i.**	Taiwanese
____	**10.**	Pakistan	**j.**	Mexican
____	**11.**	Korea	**k.**	Thai
____	**12.**	Cape Verde	**l.**	Jordanian
____	**13.**	Bosnia	**m.**	Peruvian
____	**14.**	Taiwan	**n.**	Brazilian
____	**15.**	The Philippines	**o.**	Turkish
____	**16.**	Turkey	**p.**	Somali
____	**17.**	Peru	**q.**	Ukrainian
____	**18.**	Somalia	**r.**	Guatemalan
____	**19.**	Jordan	**s.**	Pakistani

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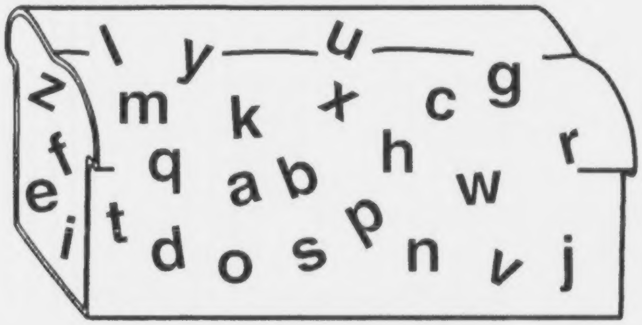
Do you know any people from these countries? Do you know where these countries are? Look at a map to find them.

PCM 5
UNIT 1 LESSON 4

Vocabulary

What kinds of food do you know? Work in teams. Write food words that begin with the following letters or pairs of letters. Write as many words as you can for each letter. The team with the most words wins. (*Variation:* If two or more teams have the same word, neither team gets the point.)


l y u
z m k x c g
f q a b h r
e t w
i d o s p n v j

a ______________________________

b ______________________________

c ______________________________

ch ______________________________

d ______________________________

e ______________________________

f ______________________________

g ______________________________

h ______________________________

i ______________________________

j ______________________________

k ______________________________

l ______________________________

m ______________________________

n ______________________________

o ______________________________

p ______________________________

r ______________________________

s ______________________________

sh ______________________________

t ______________________________

th ______________________________

v ______________________________

w ______________________________

y ______________________________

z ______________________________

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PCM 6

UNIT 1 LESSON 4

Measurements

A. Maria works in a kitchen. She needs to know measurements. Match each measurement to the correct abbreviation.

_____ **1.** ounce **a.** pt.
_____ **2.** square **b.** tbsp.
_____ **3.** foot **c.** yd.
_____ **4.** teaspoon **d.** lb.
_____ **5.** tablespoon **e.** doz.
_____ **6.** gallon **f.** qt.
_____ **7.** pound **g.** sq.
_____ **8.** inch **h.** tsp.
_____ **9.** pint **i.** c.
_____ **10.** dozen **j.** oz.
_____ **11.** quart **k.** in.
_____ **12.** yard **l.** gal.
_____ **13.** cup **m.** ft.

B. Match these measurements to the correct abbreviations.

_____ **1.** centimeter **a.** kg
_____ **2.** Fahrenheit **b.** m
_____ **3.** liter **c.** C
_____ **4.** gram **d.** F
_____ **5.** meter **e.** g
_____ **6.** Celsius **f.** L
_____ **7.** kilogram **g.** cm

What other measurements do you know?

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PCM 7

UNIT 1 MORE PRACTICE

Vocabulary

Match each word with its opposite.

____ **1.** last
____ **2.** child
____ **3.** good
____ **4.** female
____ **5.** fix
____ **6.** easy
____ **7.** inside
____ **8.** sharp
____ **9.** old
____ **10.** punch in
____ **11.** big
____ **12.** different
____ **13.** nervous
____ **14.** begin
____ **15.** near
____ **16.** clean
____ **17.** married
____ **18.** late

a. calm
b. punch out
c. difficult, hard
d. end
e. first
f. far
g. adult
h. dirty
i. bad
j. single
k. outside
l. dull
m. early
n. male
o. break
p. new
q. same
r. small

On separate paper, write a sentence or pair of sentences using each word and its opposite.

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PCM 8

UNIT 2 LESSON 5

Vocabulary

Circle the words that we use with the word *time*. Some words go across and some go down. Then write the words below.

s	h	o	d	a	y	l	p	g
o	v	e	r	n	f	u	l	l
m	b	h	d	i	n	n	e	r
e	r	f	j	s	i	c	d	b
c	e	l	n	i	g	h	t	a
v	a	c	a	t	i	o	n	p
f	k	a	l	r	e	n	s	a
t	w	f	s	i	c	k	e	r
b	o	k	f	u	p	a	n	t

break
day
dinner
full
lunch
night
over
part
sick
some
vacation

day ____________ ____________ ____________

____________ ____________ ____________

____________ ____________ ____________

____________ ____________

Writing

Write the following dates in numbers.

Example: June 10, 2001 6/10/01

1. March 4, 1996 ____________

2. April 19, 2003 ____________

3. July 4, 1776 ____________

4. February 14, 2006 ____________

5. October 12, 1984 ____________

6. December 7, 1941 ____________

7. September 26, 1970 ____________

8. January 31, 2010 ____________

9. November 4, 1978 ____________

10. August 14, 1964 ____________

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PCM 9

UNIT 2 LESSON 5

Work Schedule

Read the following work schedule. Then answer the questions.

WORK SCHEDULE **February 2-9**

	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.
Ana	7-3	7-3	7-3	9-5	off	7-3
Ming	9-5	off	9-5	7-3	9-5	9-5
Hana	12-8	12-8	12-8	12-8	7-3	off
Rose	7-3	7-3	off	7-3	12-8	7-3
Ken	12-8	9-5	12-8	12-8	off	12-8

1. Who works with Ming on Thursday? ______________________
2. Who works from 12–8 on Wednesday? ______________________
3. Who works from 7–3 on Saturday? ______________________
4. What day does Hana have off? ______________________
5. What hours does Ana work Monday through Wednesday? __________
6. What hours does Ming work for most of the week? __________
7. When does Ken start work on Tuesday? ______________________
8. When does Rose go home on Friday? ______________________
9. How many people work on Monday? ______________________
10. What days do Ken and Hana work the same shift? __________

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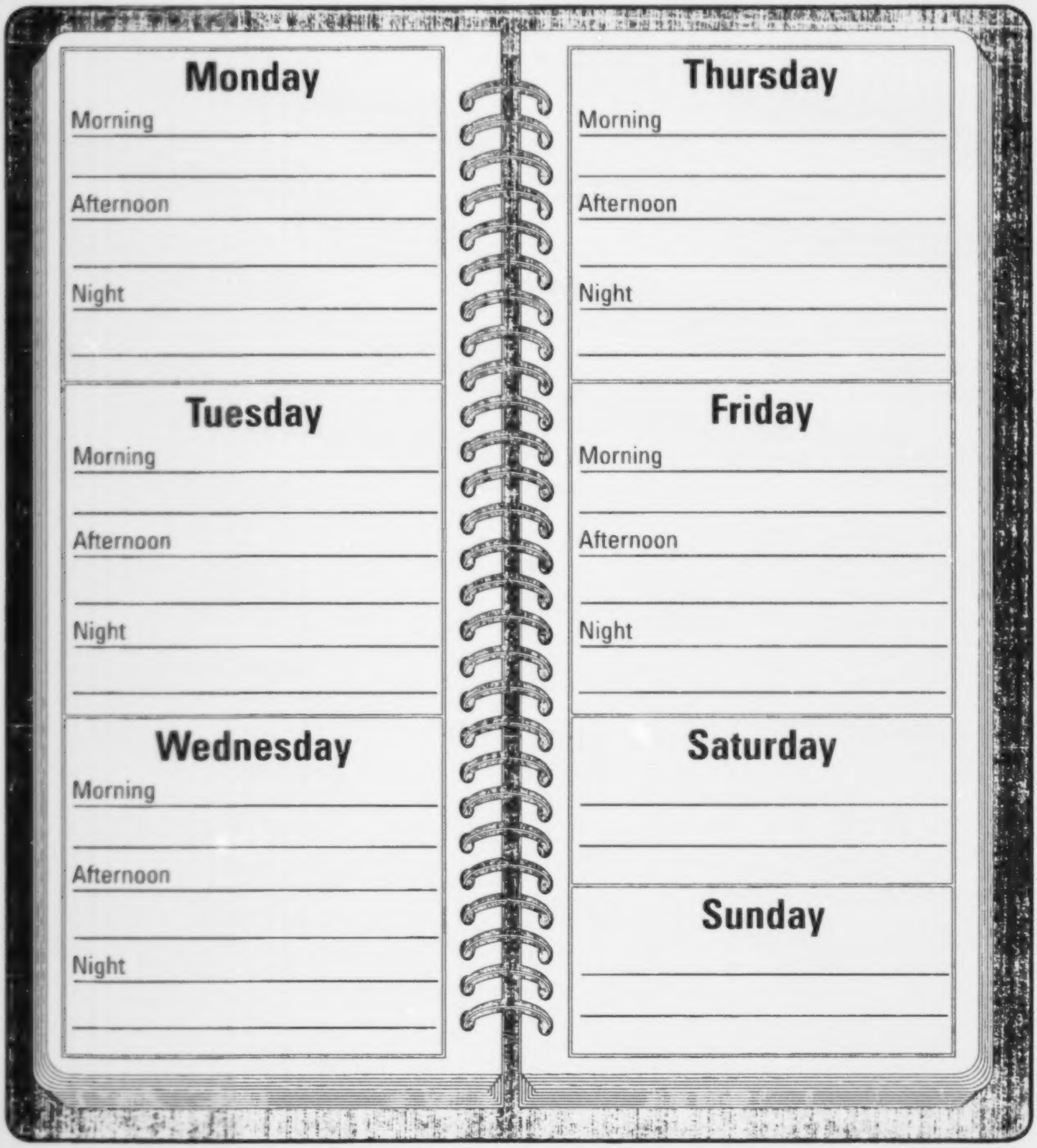
To the Teacher *Extension:* Have students calculate how many hours a week each person works.

PCM 10

UNIT 2 LESSON 5

Personal Schedule

Do you have a busy schedule? Write down the things you do in one week. Include everything you do (shopping, laundry, cleaning, cooking, appointments, work, school, etc.).



Monday

Morning

Afternoon

Night

Tuesday

Morning

Afternoon

Night

Wednesday

Morning

Afternoon

Night

Thursday

Morning

Afternoon

Night

Friday

Morning

Afternoon

Night

Saturday

Sunday

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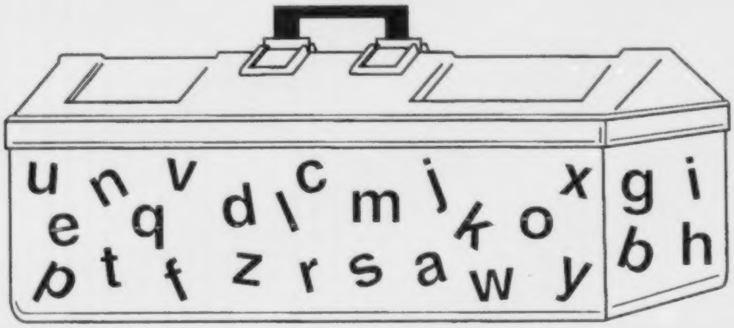
PCM 11

UNIT 2 LESSON 6

Vocabulary

What supplies, equipment, and materials are there at work? Work in teams. Write as many words as you can that begin with each of the following letters. The team with the most words wins. (*Variation:* If two or more teams have the same word, neither team gets the point.)


u n v c d l m j x g i
e q k o
p t f z r s a w y b h

a ________________________________

b ________________________________

c ________________________________

ch ________________________________

d ________________________________

e ________________________________

f ________________________________

g ________________________________

h ________________________________

i ________________________________

j ________________________________

k ________________________________

l ________________________________

m ________________________________

n ________________________________

o ________________________________

p ________________________________

r ________________________________

s ________________________________

sh ________________________________

t ________________________________

th ________________________________

v ________________________________

w ________________________________

y ________________________________

z ________________________________

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PCM 12

UNIT 2 LESSON 7

Vocabulary

Put the letters in the correct order to make a vocabulary word.

Example: f i o c e f office

1. k i s c ________________

2. y i d h o l a ________________

3. s m a g e s e ________________

4. n a c t i o v a ________________

5. n p o i t m e n p a t ________________

To the Teacher *Variation:* Write each letter on a card. (Index cards, poster board, or construction paper work well.) Students work in pairs and move cards around to make the word.

Writing Practice

Use this form to practice taking messages. Write the message your teacher or a partner dictates. Practice the kind of messages you take at work. (Suggested topics: calling in sick, requesting supplies, requesting service, etc.)

To ________________________ Date ____________
(Your Boss's Name)

From ________________________ Time ____________ AM PM
(Your Name)

Message ____

____

____

____

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PCM 13

UNIT 2 LESSON 7

Interview

Make nine questions. Then interview a partner. Write your partner's answers next to each question.

How many	paid holidays	do you have?
	personal days	
	breaks	
	paid sick days	
	vacation days	
	co-workers	
	jobs	
	supervisors	
	years of experience	

1. ______________________________? ______________

2. ______________________________? ______________

3. ______________________________? ______________

4. ______________________________? ______________

5. ______________________________? ______________

6. ______________________________? ______________

7. ______________________________? ______________

8. ______________________________? ______________

9. ______________________________? ______________

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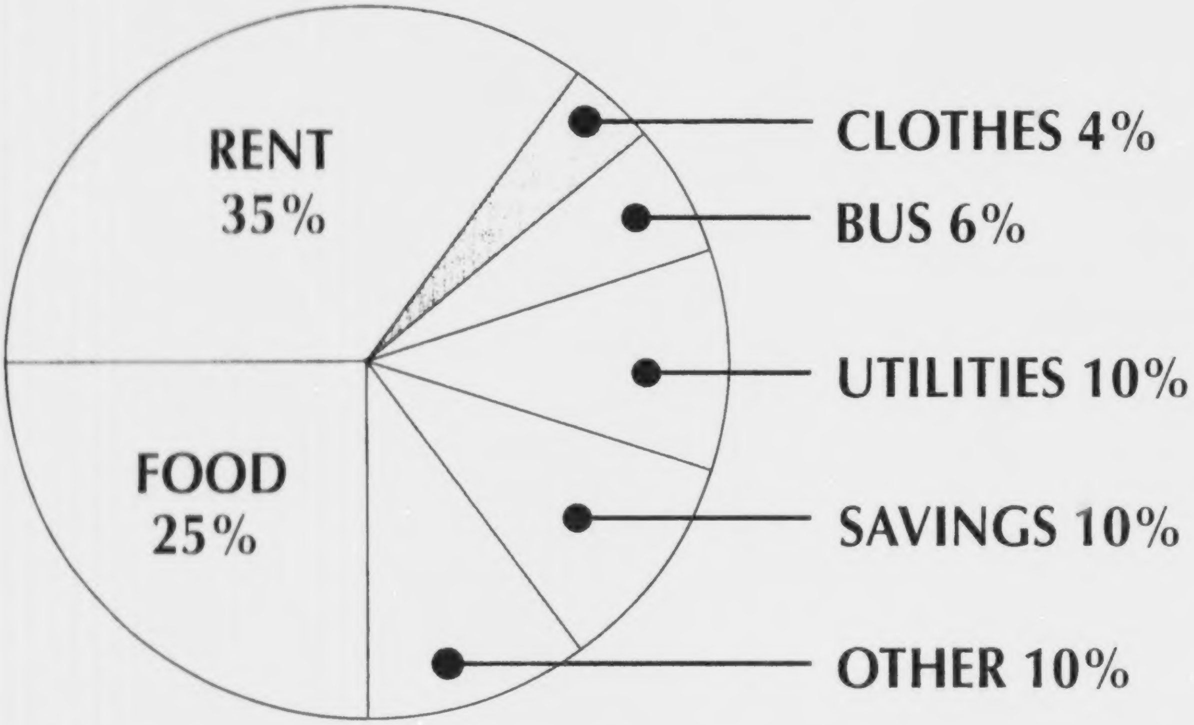
To the Teacher *Extension:* Encourage follow-up questions and class discussion on these topics. (Examples: Are your breaks long enough? What do you do on vacation?)

PCM 14

UNIT 2 LESSON 8

Reading a Graph

This graph shows how Ana and Ramón spend their income each month. Look at the graph. Answer the questions.



1. What percent (%) of their income do Ana and Ramón spend on food? On clothes?
2. Ana and Ramón take home $2,500 a month.
   - **a.** How much money do they spend on rent?
   - **b.** How much money do they spend on food?
   - **c.** How much money do they spend on bus fare?
   - **d.** How much money do they save?

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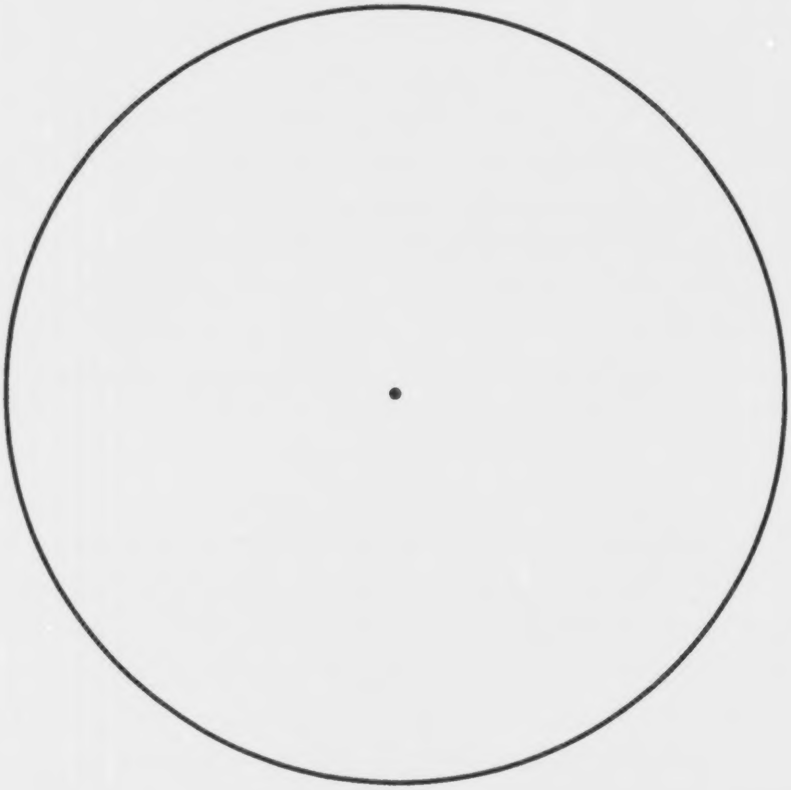
PCM 15

UNIT 2 LESSON 8

Making a Budget

How do you spend your income each month? Fill in the chart below. Then make your own graph.

Expense	Amount (optional)	%
Rent		
Utilities (Phone, Electricity, Gas, etc.)		
Food		
Clothes		
Transportation		
Other		



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PCM 16

UNIT 2 LESSON 8

Math Problems

1. Sang earns $9.50 an hour. How much does he earn for 38 hours of work?

   Answer: ________________

2. Vladimir paid $175 every month for 36 months to pay off a loan. What was the total amount he paid?

   Answer: ________________

3. Sima's gross pay is $1,950 a month. Her deductions total $661. What is her net pay each month?

   Answer: ________________

4. Last year Sam made $8.75 an hour. He worked 40 hours a week. He worked 50 weeks and had 2 weeks of paid vacation. What was Sam's gross pay for the year?

   Answer: ________________

5. Bill makes $10.50 an hour and time and a half for overtime. He worked 40 regular hours and 8 hours of overtime last week. How much did he earn?

   Answer: ________________

6. Reiko's net pay is $610.23. Her deductions are: $18.15 for state tax, $25.52 for federal tax, $43.10 for FICA, and $63.00 for medical insurance. What is Reiko's gross pay?

   Answer: ________________

7. Gloria needs to buy a new coat. She has saved $50. The coat she wants costs $120. There is a 5% sales tax. How much more money does Gloria need to save before she can buy the coat?

   Answer: ________________

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PCM 17

UNIT 2 MORE PRACTICE

Language Practice

Put the words in the correct order to make a sentence.

Example: bad have I a stomachache I have a bad stomachache.

1. take now can break I my

____?

2. Saturday you me can for on cover

____?

3. have this I to at leave 3:30 afternoon

____.

4. third today he floor working the is on

____.

5. 9:00 doctor's morning have at a tomorrow I appointment

____.

6. because flu work I the come have can't to I

____.

7. the paper towels on in third are the shelf storage room the

____.

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To the Teacher *Variation:* Write each word on a card. (Index cards, poster board, or construction paper work well.) Students work in pairs and move cards around to make the sentence.

PCM 18

UNIT 2 MORE PRACTICE

Vocabulary

Match each word with its opposite.

_____ **1.** add
_____ **2.** clean
_____ **3.** less
_____ **4.** early
_____ **5.** expensive
_____ **6.** full-time
_____ **7.** day
_____ **8.** paid
_____ **9.** sick
_____ **10.** save
_____ **11.** up
_____ **12.** wet
_____ **13.** above
_____ **14.** bigger
_____ **15.** before
_____ **16.** top
_____ **17.** behind
_____ **18.** wrong

a. healthy
b. more
c. smaller
d. bottom
e. subtract, deduct
f. dry
g. correct, right
h. night
i. in front of
j. part-time
k. after
l. below
m. spend
n. unpaid
o. late
p. dirty
q. down
r. cheap

On separate paper, write a sentence or pair of sentences using each word and its opposite.

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PCM 19

UNIT 2 MORE PRACTICE

Vocabulary

Write the correct vocabulary word on the line next to each sentence. Write the circled letters on the lines at the bottom. What word does this make?

holiday	personal	sick	breaks
medicine	health	off	vacation

1. Some workers have two _____ each day. ⓑ _ _ _ _ _
2. _____ insurance helps pay for medicine and doctor bills. _ ○ _ _ _ _
3. You can take a _____ day to go to the dentist. _ _ _ _ _ ○ _ _
4. Sometimes the doctor gives you _____. _ ○ _ _ _ _ _ _
5. A day you don't work is a day _____. _ ○ _
6. Thanksgiving is a paid _____. _ _ _ ○ _ _ _
7. You want to visit your native country. You take _____ time. _ _ _ _ ○ _ _ _
8. You have the flu and stay home. You take a _____day. ○ _ _ _

b _ _ _ _ _ _ _

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To the Teacher *Extension:* Encourage follow-up questions and discussion of students' benefits; e.g., When are your breaks? How do you ask for a day off?

PCM 20

UNIT 3 LESSON 9

Reading Signs

Match each sign with its meanings.

1. _____ **CAUTION: Slippery Floor**
2. _____ **Harmful if swallowed**
3. _____ NO ADMITTANCE
4. _____ **Ear Protection Required**
5. _____ ***HIGH VOLTAGE***
6. _____ **DANGER : Combustible**
7. _____ **Do not operate this machinery without eye protection.**
8. _____ **WATCH YOUR STEP**
9. _____ CAUTION: *Hot Surface*
10. _____ **No Food or Drink!**

a. You must not eat or drink in this area.

b. Be careful. This is very hot. You can burn yourself.

c. The floor is wet. Be careful.

d. You must use your safety glasses.

e. Be careful walking.

f. Do not eat or drink this product.

g. There is a lot of electrical power here.

h. Do not come in; do not enter.

i. You must wear earplugs or earmuffs.

j. This material can burn easily; it is flammable.

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PCM 21

UNIT 3 LESSON 9

Vocabulary

A. Put the letters in the correct order to make a vocabulary word.

Example: g c h n a e change

1. l e l a b ______________
2. a m a l r ______________
3. n a r w i n g ______________
4. y a s t e f ______________
5. o t c a u i n ______________
6. m b f a l e m a l ______________
7. a r o z d a s h u ______________

To the Teacher *Variation:* Write each letter on a card. (Index cards, poster board or construction paper work well.) Students work in pairs and move cards around to make the word.

B. One word in each sentence is wrong. Cross it out and write the correct word above it. Use vocabulary from Lesson 9.

factory
Example: Employees make products in a ~~hotel.~~

1. Something that burns easily is different.
2. A change is a group of people working together.
3. Many labels have safety benefits on them.
4. You use a fire alarm to put out a fire.
5. Drinking or eating food makes you sick.

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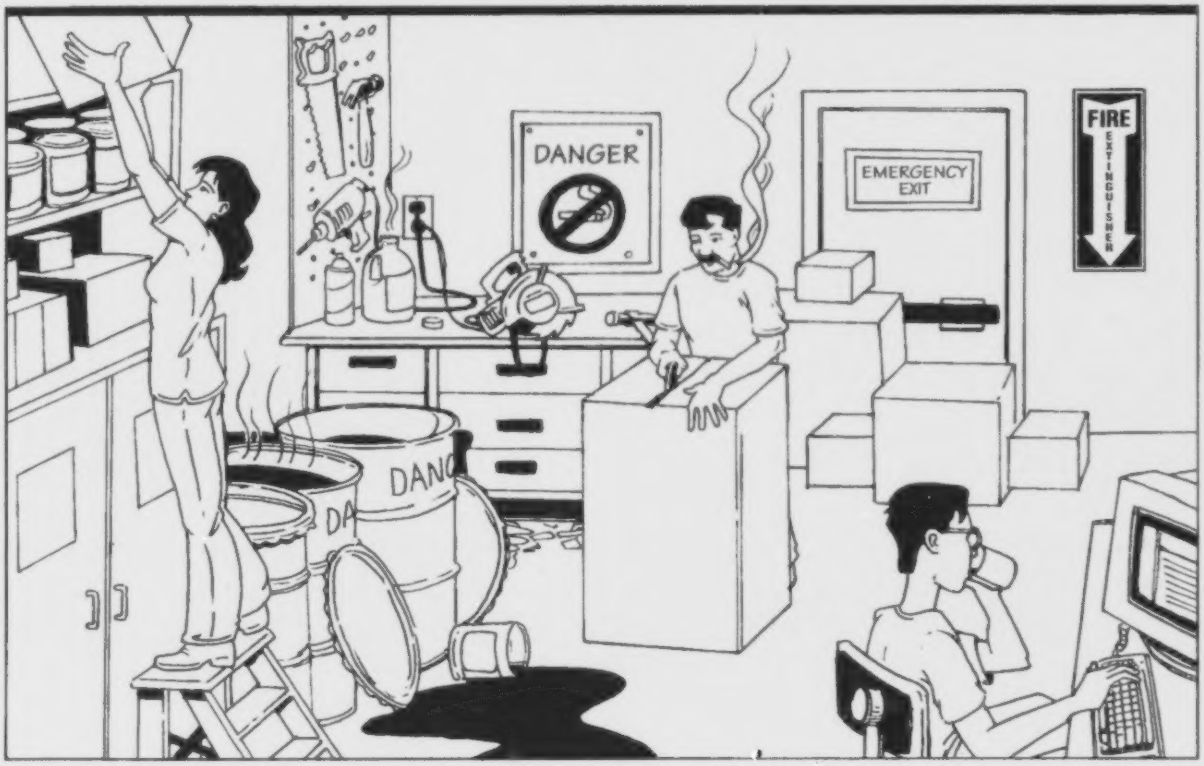
PCM 22

UNIT 3 LESSON 10

What's Wrong with this Picture?

Look at the picture. There are eight safety hazards. Work with your class to find them. Write them on the lines below.



1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________
6. ______________________________
7. ______________________________
8. ______________________________

To the Teacher *Extension:* Discuss various solutions to the problems in the picture. Using the picture, help the class make a list of safety rules. Add others from your students' workplace(s).

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PCM 23

UNIT 3 LESSON 11

Vocabulary

Complete the sentences with the correct safety gear.

1. Carla works near noisy machines. She wears ________________________.

2. Metal can get in Oscar's eyes. He has to wear ________________________ for protection.

3. Tina often lifts patients in the nursing home. She wears a

________________________ to protect her back.

4. Tam works in a warehouse. He has to wear ________________________ to protect his feet.

5. Trina mixes chemicals. She has to wear ________________________ on her hands.

6. Alex works in construction. He always wears a ________________________ because things can fall on his head.

7. Bella works on an assembly line. She wears a ________________________ so her hair doesn't get caught in the machine.

8. Roberto paints cars. Paint fumes are toxic. Roberto wears a

________________________ so he won't breathe the fumes.

9. Miguel makes wooden furniture. There is a lot of dust. He wears a

________________________.

What safety gear do you wear? Why?

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PCM 24

UNIT 3 LESSON 11

Reading

Read the following insurance claim form. Answer the questions.

Claim Form

1. Name Shur Max V Soc. Sec. No. 049-78-3562
Last First MI

2. Address 25 Fort Pond Rd. Apt. 35 Chicago IL 60603
No. Street City State Zip

3. Tel. No (773) 354-9302 **4.** Date of Birth 6/21/68

5. Health Insurance HealthCare, Inc. 200 Main St. Chicago IL 60607
Company No. Street City State Zip

6. Member No 7403356698

7. Physician Dr. Philip Davis 2 Cox St. Chicago IL 60601
Name No. Street City State Zip

8. Employer Chase Plastics Co. 78 West St. Chicago IL 60607
Name No. Street City State Zip

9. Date of Injury 10/25/03

10. Description of Injury Back strain

11. Temporary Disability [✓ yes] no Starting Date 10/26/03

12. Permanent Disability yes [✓ no] Starting Date

13. Physician's Signature Philip Davis

14. Applicant's Signature Max V. Shur

1. Who was hurt? ____________________
2. What is the injury? ____________________
3. When was the injury? ____________________
4. Who is the employer? ____________________
5. Is the disability temporary or permanent? ____________________

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PCM 25

UNIT 3 LESSON 12

Reading

Look at the form below. Answer the questions.

SERVICE REQUEST

Name Lin Wang

Date 8/24/01 Time 11:36 AM

Location of Problem West Wing – Room 345

Description of Problem There is a spill on the floor.
It looks like blood.

1. What is the problem?
2. Where did it happen?
3. When did it happen?
4. Who reported the problem?

Writing

**Think of a problem at work that requires service.
Complete the form below.**

SERVICE REQUEST

Name

Date Time

Location of Problem

Description of Problem

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PCM 26

UNIT 3 MORE PRACTICE

Vocabulary

Circle the word that does not belong.

Example: machine operator [✓ temperature] team leader supervisor

1. harmful healthy dangerous hazardous

2. boots glasses goggles mask

3. supplies equipment materials mistakes

4. machine plastic metal paper

5. hammer screwdriver pliers safety

Vocabulary

Circle the safety gear and protective clothing. Then write the words on the lines below.

shirt
earplugs
mask
hard hat
apron
jeans
socks
t-shirt
backbrace
sweatshirt
safety glasses
safety goggles
sneakers
skirt
hairnet
raincoat
shorts
boots
respirator
pajamas
gloves
pants
sweater
earmuffs

________________________ ________________________

________________________ ________________________

________________________ ________________________

________________________ ________________________

________________________ ________________________

________________________ ________________________

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PCM 27

UNIT 3 MORE PRACTICE

Vocabulary

Match each word with its opposite.

_____ **1.** open

_____ **2.** careful

_____ **3.** put on

_____ **4.** exit

_____ **5.** harmful

_____ **6.** comfortable

_____ **7.** lost

_____ **8.** pass

_____ **9.** plug in

_____ **10.** stop

_____ **11.** turn on

_____ **12.** turn up

_____ **13.** put in

_____ **14.** noisy

_____ **15.** problem

_____ **16.** important

_____ **17.** hard

a. fail

b. solution

c. take out

d. shut, close

e. start

f. turn down

g. unimportant

h. entrance, enter

i. turn off

j. careless

k. easy

l. uncomfortable

m. take off

n. safe

o. quiet

p. found

q. unplug

On separate paper, write a sentence or pair of sentences using each word and its opposite.

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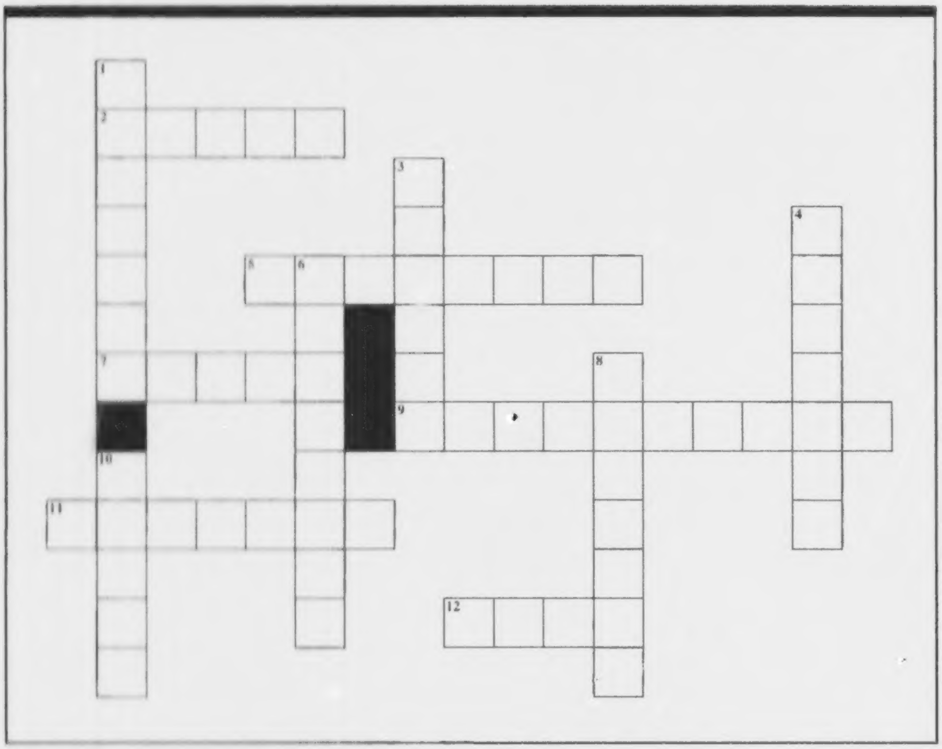
PCM 28

UNIT 3 MORE PRACTICE

Vocabulary

Fill in the crossword puzzle with the correct words.



Across

earplugs
glasses
mask
respirator
rules
toxic

Down

accident
alarm
factory
mistake
prevent
repair

Across

2. It is important to follow safety __________________ at work.
5. You wear __________________ to protect your ears.
7. Something that is poisonous is __________________.
9. A __________________ helps you breathe.
11. You wear safety __________________ to protect your eyes.
12. A __________________ covers your mouth and nose.

Down

1. Safety gear and equipment help to __________________ accidents.
3. To fix something is to __________________ it.
4. A __________________ is a building where things are made.
6. Safety gear protects you in case there is an __________________.
8. To do something wrong is to make a __________________.
10. When there is a fire, pull the fire __________________.

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PCM 29

UNIT 3 MORE PRACTICE

Math Problems

1. This chart shows the number of machine breakdowns at Jamestown, Inc. last year.

Jan.	1	Apr.	0	July	0	Oct.	2
Feb.	3	May	2	Aug.	1	Nov.	0
Mar.	2	June	4	Sept.	3	Dec.	1

What is the total number of breakdowns for the year?

Answer: ________________

2. Al put three molds in the press at 10:10 A.M. He set the stop time for 11:40 A.M. How long were the molds in the press?

Answer: ________________

3. Crowley Construction Company ordered five boxes of goggles. There are 24 pairs of goggles in each box. How many pairs of goggles did the company order?

Answer: ________________

4. Rico has a board that is 62.25 inches long. He cuts off 25.75 inches. How many inches are left? How many feet?

Answer: ________________

5. Clara's machine stopped working at 2:10. The machine was fixed, and Clara began working again at 3:45. How much production time did Clara lose?

Answer: ________________

6. Last week Freeport Manufacturing Company made 6,500 fire extinguishers. This week they made 15% more. How many fire extinguishers did they make this week?

Answer: ________________

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PCM 30

UNIT 3 MORE PRACTICE

Test Yourself on Safety

Do you know about safety where you work?
Answer the following questions.

	Yes	No	Sometimes
1. Do you know the safety rules at work?			
2. Do you follow the safety rules at work?			
3. Do you know where the nearest exit is?			
4. Do you know where the nearest fire extinguisher is?			
5. Do you know where the first aid kit is?			
6. Do you have safety gear or protective clothing?			
7. Do you wear it?			
8. Is the place where you work			
a. quiet?			
b. clean and neat?			
9. Where you work, do you have			
a. good air?			
b. good lighting?			
10. Do you report safety problems?			

Did you answer *No* or *Sometimes* to any questions? If so, what can you do to change your answer to *Yes*? Discuss with your class.

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To the Teacher *Extension:* Encourage students to explain why they answered the way that they did. Ask them to describe the workplace conditions behind their answers.

PCM 31

UNIT 4 LESSON 13

Writing

Fill out the form below with your personal information.

APPLICATION FOR EMPLOYMENT
PERSONAL INFORMATION

Name ____
Last First Middle Initial

Address ____
Street Apt. # City State Zip Code

Telephone ____________________ Social Security No. ____________________

Job Applied for ____________________ When can you start? ____________________

Days and Hours Available ____

WORK RECORD

Job ____________________ Job ____________________

Company ____________________ Company ____________________

Address ____________________ Address ____________________

Telephone ____________________ Telephone ____________________

Years ____________________ Years ____________________

REFERENCES

Name ____________________ Name ____________________

Address ____________________ Address ____________________

Telephone No. ____________________ Telephone No. ____________________

Relationship ____________________ Relationship ____________________

Signature ____________________ Date ____________________

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PCM 32

UNIT 4 LESSON 14

Language Practice

Put the words in the correct order to make a complete sentence.

Example: shipment brought the Manny stockroom the to
Manny brought the shipment to the stockroom.

1. across the Women's Department cafeteria from the is

____.

2. heavy a moved furniture the dolly Michael with

____.

3. front the in store Pharmacy the is of the

____.

4. truck Ahmad tools the unloaded from of boxes the

____.

5. restocked the yesterday shelves items the Yuri and checked

____.

6. furniture other sells tools many the clothes items and store

____.

7. Magda union last paid and joined dues the week her

____.

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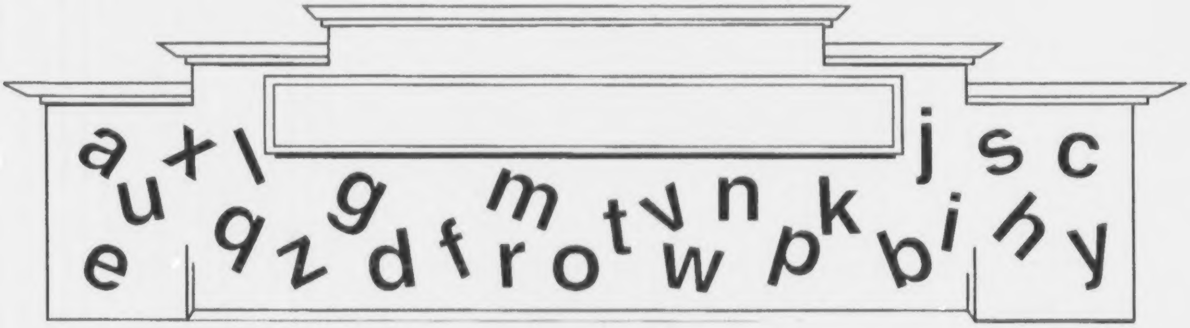
To the Teacher *Variation:* Write each word on a card. (Index cards, poster board, or construction paper work well.) Students work in pairs and move cards around to make the sentence.

PCM 33

UNIT 4 LESSON 14

Vocabulary

What can you buy in a store? Work in teams. Write as many things as you can that begin with each of the following letters or pairs of letters. The team with the most words wins.
(*Variation:* If two teams have the same word, neither team gets a point.)


a x l
u g m n k j s c
e q z d f r o t v w p b i h y

a

b

c

ch

d

e

f

g

h

i

j

k

l

m

n

o

p

r

s

sh

t

th

v

w

y

z

To the Teacher *Extension:* Give students alternative settings for this exercise; e.g., a supermarket, a drug store, a department store, a building supply store.

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PCM 34

UNIT 4 LESSON 15

Reading and Writing

Sometimes people write to newspapers. They write about things that are important to them. Read the following letter.

> *Dear City Times,*
>
> *I have a new friend at work. She is a very nice person. My friend is from another country. Her English isn't very good. Some people laugh at her when she tries to speak. This makes me mad.*
>
> *It isn't easy to learn another language. I came to this country 15 years ago. I know how hard it is to learn English. Everyone should help people learn a language, not laugh at them.*
>
> *Julia*

- **Why is Julia mad?**
- **Think of something that makes you mad. Talk about it with your classmates. Then write a letter.**

____
(date)

Dear ____________________,
(newspaper)

____

____

____

____
(your name)

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PCM 35

UNIT 4 LESSON 15

Cultural Exchange

1. Is work in the U.S. the same as work in your country? What is the same? What is different? Discuss with your classmates.
2. Is it OK to do the following things at your job in the U.S.? Was it OK to do them in your native country? Circle *yes* or *no*. Add ideas of your own. Discuss your answers with your classmates.

	At your job in the U. S.		**At your job in your native country**	
1. Shake hands when you meet someone	yes	no	yes	no
2. Come to work 10 minutes late	yes	no	yes	no
3. Ask for a raise	yes	no	yes	no
4. Ask a co-worker how much money he earns	yes	no	yes	no
5. Take unpaid vacation when you want to	yes	no	yes	no
6. Ask your boss for help	yes	no	yes	no
7. Take a break when you want to	yes	no	yes	no
8. Talk to your co-workers	yes	no	yes	no
9. Eat while working	yes	no	yes	no
10. Make a personal phone call	yes	no	yes	no
11. Call your supervisor if you're sick	yes	no	yes	no
12. Smoke at work	yes	no	yes	no
13. ____________________	yes	no	yes	no
14. ____________________	yes	no	yes	no
15. ____________________	yes	no	yes	no

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PCM 36

UNIT 4 LESSON 16

Self-Evaluation

In this book you have learned about working in the U.S. Answer the questions below. Do you understand more about your job now? Can you do more now?

STUDENT SELF-EVALUATION

	Always	Sometimes	Never
1. I can fill out information on forms.			
2. I can give personal information clearly.			
3. I can talk about my job.			
4. I can ask questions about my paycheck.			
5. I can report an emergency.			
6. I can give directions.			
7. I am on time for work.			
8. I talk to my co-workers.			
9. I get along with people at work.			
10. I ask for time off.			
11. I call in sick.			
12. I take messages.			
13. I ask for help when I need it.			
14. I report problems.			
15. I follow safety rules.			
16. I wear protective clothing.			
17. I understand my schedule.			
18. I understand my benefits.			
19. I understand my pay stub.			
20. I understand labels and signs.			
21. I understand directions at work.			
22. I understand my review.			

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PCM 37

UNIT 4 MORE PRACTICE

Vocabulary

Match each word with its opposite.

_____ 1. available
_____ 2. depressed
_____ 3. far
_____ 4. future
_____ 5. hardworking
_____ 6. heavy
_____ 7. in front of
_____ 8. right
_____ 9. load
_____ 10. neat
_____ 11. skilled
_____ 12. permanent
_____ 13. punctual
_____ 14. push
_____ 15. a few
_____ 16. raise, increase
_____ 17. excellent
_____ 18. deliver
_____ 19. pack
_____ 20. long

a. light
b. poor
c. unload
d. temporary
e. unavailable
f. unpack
g. past
h. pull
i. a lot
j. lazy
k. receive
l. lower, decrease
m. happy
n. near
o. short
p. unskilled
q. behind
r. wrong
s. late
t. messy

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On separate paper, write a sentence or pair of sentences using each word and its opposite.

PCM 38

UNIT 4 MORE PRACTICE

Problems

Do the math. Then discuss the questions.

1. Nina works at the Big Bargain Department Store. Nina makes $425 a week. Her deductions and expenses total $410. There is a union at the store. The dues are $8.50 a week. If Nina joins the union, how much money will she have left?

   Answer: ____________________

   Do you think Nina should join the union? Why or why not?

2. Hector works in Shipping and Receiving. Each day he has orders to ship. Hector can put a total of 500 lbs. of merchandise on the truck. Today he has to ship these things:

   3 boxes of garden supplies @ 40 lbs. each
   2 boxes of sports equipment @ 75 lbs. each
   4 boxes of work gloves @ 6½ lbs. each
   4 boxes of paint @ 40 lbs. each
   3 cases of oil @ 25 lbs. each

   What is the total weight of the merchandise?

   Answer: ____________________

   Should Hector ship all the items? Why or why not?
   What would you do?

3. Blanca works in the stockroom. She makes $9.50 an hour and gets time and a half for overtime. Blanca usually works 48 hours a week. She can't make any more money in this job, so she wants to get a different job. There is an opening in Customer Service. The salary is $480 a week. Which pays more, the job in the stockroom or the job in Customer Service?

   *Answer:*____________________

   In the new job Blanca can get a raise in three months. She can get promoted in a year. Do you think Blanca should take the new job? Why or why not?

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PCM 39

MORE PRACTICE

Vocabulary

A compound word is a large word made up of two or more words. Find the two words in each of the compound words below.

Example: workplace work place

1. birthday ________ ________
2. hardworking ________ ________
3. backache ________ ________
4. careless ________ ________
5. hairnet ________ ________
6. restroom ________ ________
7. layoff ________ ________
8. classroom ________ ________
9. forklift ________ ________
10. babysit ________ ________
11. tablecloth ________ ________
12. stockroom ________ ________
13. handsaw ________ ________
14. earache ________ ________
15. cookbook ________ ________
16. afternoon ________ ________
17. teamwork ________ ________
18. overtime ________ ________
19. breakdown ________ ________
20. headache ________ ________
21. earplugs ________ ________
22. paycheck ________ ________
23. stomachache ________ ________
24. housekeeper ________ ________
25. weekend ________ ________
26. screwdriver ________ ________
27. dishwasher ________ ________
28. bathroom ________ ________
29. keyboard ________ ________
30. pillowcase ________ ________

Do you know other compound words?

To the Teacher *Variation:* Many of the words here can be grouped by category (e.g., equipment, rooms, health problems). Have students categorize as many words as possible and then add words to those categories.

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PCM 40

MORE PRACTICE

Writing

How would you make things better at work? Put your ideas in the suggestion box.

SUGGESTION BOX

Department ______________________ Date ____________________

____

____

How will your suggestion help at work? Fill out the form below. Check how your suggestion will make things better.

Making Things Better

______________________________________ will save:
(My suggestion)

1. time ______
2. energy (fuel, electricity, etc.) ______
3. material ______
4. paperwork ______
5. waste ______
6. mistakes ______

______________________________________ will also make things:
(My suggestion)

1. safer ______
2. cleaner ______
3. cheaper ______
4. easier ______
5. faster ______

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To the Teacher Encourage students to explain their answers.

PCM 41

MORE PRACTICE

Achievements

What have you done this year? Fill in the form below.

MY ACHIEVEMENTS

Work	*Date*	*Description*
1. New Skill		
2. More Responsibility		
3. New Job		
4. Raise		
5. Promotion		
6. Other		

Personal Life	*Date*	*Description*
1. Driver's License		
2. Citizenship		
3. New Car		
4. New House		
5. Other		

Participation in	*Description*
1. ESL Class	
2. Other education / Training	
3. Child's education / School	
4. New social activity in the U.S.	
5. Other	

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To the Teacher *Extension:* Have students make a list of future goals.

Answer Key For Unit Tests

UNIT 1 TEST

Vocabulary

1. h
2. f
3. i
4. g
5. b
6. a
7. j
8. e
9. d
10. c

Measurements

1. e
2. d
3. f
4. a
5. g
6. c
7. b

Reading

1. Ho
2. 25 Water St., Apt. 30, Palo Alto, CA, 94303
3. 94303
4. number
5. single
6. 36
7. Bancroft, Inc.

Writing

Answers will vary.

Language Skills

1. is
2. is
3. live
4. is
5. works
6. wants

1. Does / make
2. Do / like
3. Does / work
4. Do / have

UNIT 2 TEST

Vocabulary

1. g
2. f
3. h
4. i
5. a
6. b
7. j
8. d
9. e
10. c

Language Skills

1. has
2. have
3. have
4. has
5. have

1. Can / cover for
2. Can / go
3. Can / finish
4. Can / take
5. Can / help

Reading

11/7/02 – 11/13/02
40, $9.50, $380
6, $14.25, $85.50
$465.50
$28.06
$27.40
$15.35
$68.75
$139.56
$465.50, $139.56, $325.94

Writing Skills

Answers will vary

UNIT 3 TEST

Vocabulary

1. e
2. d

3. h
4. f
5. i
6. a
7. b
8. c
9. g

1. fire alarm
2. rules
3. training
4. OSHA
5. injuries
6. first aid kit
7. Labels
8. fire extinguisher
9. Quality Control

Language Skills

is making
is operating
is wearing
am working
am making
am using
am wearing
are working
are cleaning
are using
are wearing

cut
was
put
told
went
got
brought
looked
found
took
had
were
treated
did
went
was

UNIT 4 TEST

Vocabulary

1. h
2. i
3. g
4. f
5. b
6. a
7. d
8. c
9. e

1. hardworking
2. punctual
3. neat
4. cooperative
5. dependable

Language Skills

Answers will vary; use future tense.

Reading

1. 8 weeks Wednesday nights
2. full-time – maintenance
   part-time – dishwasher, inventory
3. free, Bishop Library, Thursday evenings, 9/5 – 10/25, 663-9568
4. by 10/17
5. inventory

Problem Solving

1. b
2. b
3. a
4. b
5. b
6. a
7. a

Answer Key For PCMs

UNIT 1 LESSON 2 (PCM 2)

Vocabulary

												F			
S	O	C	I	A	L	■	S	E	C	U	R	I	T	Y	
I					A			M				R			
N					S			P		A		S			
G		F			T			L		D		T			M
L		A	G	E				O		D					A
E		M						Y		R					L
	B	I	R	T	H		T	E	L	E	P	H	O	N	E
		L						R		S					
		Y								S					

UNIT 1 LESSON 3 (PCM 3)

Language Practice

1. My co-workers are in the cafeteria.
2. Maria wants to talk to her supervisor.
3. Workers get their uniforms in the supply room.
4. There is a new patient in Room 35.
5. Workers punch in at 7 A.M. and punch out at 3 P.M.
6. Four of my co-workers are in my ESL class.
7. The hospital uses a lot of sheets and towels.

UNIT 1 LESSON 3 (PCM 4)

Vocabulary

1. q
2. j
3. b
4. n
5. a
6. r
7. k
8. e
9. c
10. s
11. d
12. h
13. f
14. i
15. g
16. o
17. m
18. p
19. l

UNIT 1 LESSON 4 (PCM 6)

Measurements

A.

1. j
2. g
3. m
4. h
5. b
6. l
7. d
8. k
9. a
10. e
11. f
12. c
13. i

B.

1. g
2. d
3. f
4. e
5. b
6. c
7. a

UNIT 1 MORE PRACTICE (PCM 7)

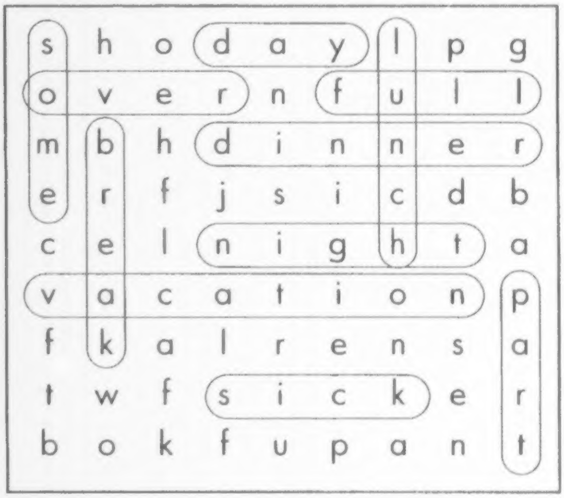
Vocabulary

1. e
2. g
3. i
4. n
5. o
6. c
7. k
8. l
9. p
10. b
11. r
12. q

13. a
14. d
15. f
16. h
17. j
18. m

UNIT 2 LESSON 5 (PCM 8)

Vocabulary



s	h	o	d	a	y	l	p	g
o	v	e	r	n	f	u	l	l
m	b	h	d	i	n	n	e	r
e	r	f	j	s	i	c	d	b
c	e	l	n	i	g	h	t	a
v	a	c	a	t	i	o	n	p
f	k	a	l	r	e	n	s	a
t	w	f	s	i	c	k	e	r
b	o	k	f	u	p	a	n	t

Writing

1. 3/4/96
2. 4/19/03
3. 7/4/76
4. 2/14/06
5. 10/12/84
6. 12/7/41
7. 9/26/70
8. 1/31/10
9. 11/4/78
10. 8/14/64

UNIT 2 LESSON 5 (PCM 9)

Work Schedule

1. Rose
2. Hana
3. Ana and Rose
4. Saturday
5. 7-3
6. 9-5
7. nine o'clock
8. eight o'clock
9. 5
10. Mon., Wed., Thurs.

UNIT 2 LESSON 7 (PCM 12)

Vocabulary

1. sick
2. holiday
3. message
4. vacation
5. appointment

UNIT 2 LESSON 7 (PCM 13)

Interview

1. How many paid holidays do you have?
2. How many personal days do you have?
3. How many breaks do you have?
4. How many paid sick days do you have?
5. How many vacation days do you have?
6. How many co-workers do you have?
7. How many jobs do you have?
8. How many supervisors do you have?
9. How many years of experience do you have?

UNIT 2 LESSON 8 (PCM 14)

Reading a Graph

1. 25%, 4%
2. a. $875
   b. $625
   c. $150
   d. $250

UNIT 2 LESSON 8 (PCM 16)

Math Problems

1. $361
2. $6,300
3. $1,289
4. $18,200
5. $546
6. $760
7. $76

UNIT 2 MORE PRACTICE (PCM 17)

Language Practice

1. Can I take my break now?
2. Can you cover for me on Saturday?
3. I have to leave at 3:30 this afternoon. / This afternoon I have to leave at 3:30.
4. He is working on the third floor today. / Today he is working on the third floor.
5. I have a doctor's appointment at 9:00 tomorrow morning.
6. I can't come to work because I have the flu.
7. The paper towels are on the third shelf in the storage room.

UNIT 2 MORE PRACTICE (PCM 18)

Vocabulary

1. e
2. p
3. b
4. o
5. r
6. j
7. h
8. n
9. a
10. m
11. q
12. f
13. l
14. c
15. k
16. d
17. i
18. g

UNIT 2 MORE PRACTICE (PCM 19)

Vocabulary

1. breaks
2. health
3. personal
4. medicine
5. off
6. holiday
7. vacation
8. sick benefits

UNIT 3 LESSON 9 (PCM 20)

Reading Signs

1. c
2. f
3. h
4. i
5. g
6. j
7. d
8. e
9. b
10. a

UNIT 3 LESSON 9 (PCM 21)

Vocabulary

A.

1. label
2. alarm
3. warning
4. safety
5. caution
6. flammable
7. hazardous

B.

1. Something that burns easily is flammable.
2. A team is a group of people working together.
3. Many labels have safety warnings on them.
4. You use a fire extinguisher to put out a fire.
5. Drinking or eating poison makes you sick.

UNIT 3 LESSON 10 (PCM 22)

What's Wrong with this Picture?

1. A man is smoking near a non-smoking sign.
2. Boxes are in front of the emergency exit.
3. A worker is climbing on the top step of a ladder and reaching too far.
4. A worker is drinking coffee in the work area.
5. Sharp tools and equipment are left out and plugged in on tables.
6. Chemicals are in uncovered containers.

7. There is a spill on the floor.
8. The fire extinguisher is missing.

UNIT 3 LESSON 11 (PCM 23)

Vocabulary

1. earmuffs or earplugs
2. glasses or goggles
3. back support belt
4. boots
5. gloves
6. hard hat
7. hairnet
8. respirator
9. mask

UNIT 3 LESSON 11 (PCM 24)

Claim Form

1. Max Shur
2. Back strain
3. 10/25/03
4. Chase Plastics Co.
5. temporary

UNIT 3 LESSON 12 (PCM 25)

Reading

1. There is a spill on the floor.
2. West Wing, Room 345
3. at 11:36 A.M. on 8/24/01 / August 24, 2001
4. Lin Wang

UNIT 3 MORE PRACTICE (PCM 26)

Vocabulary

1. healthy
2. boots
3. mistakes
4. machine
5. safety

Vocabulary

apron
backbrace
gloves
earplugs
boots
mask
safety glasses
hairnet
respirator
hard hat
safety goggles
earmuffs

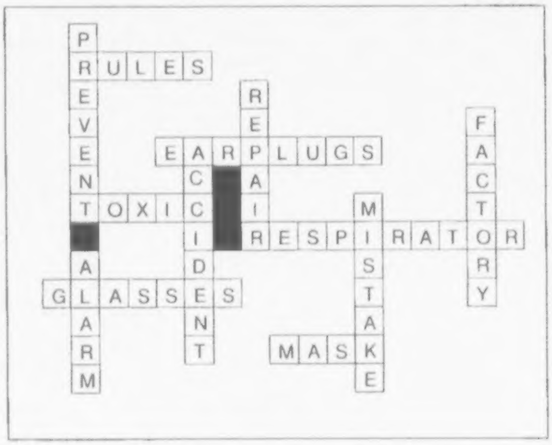
UNIT 3 MORE PRACTICE (PCM 27)

Vocabulary

1. d
2. j
3. m
4. h
5. n
6. l
7. p
8. a
9. q
10. e
11. i
12. f
13. c
14. o
15. b
16. g
17. k

UNIT 3 MORE PRACTICE (PCM 28)

Vocabulary



UNIT 3 MORE PRACTICE (PCM 29)

Math Problems

1. 19
2. 1 ½ hours / 1 hour and 30 minutes
3. 120 pairs
4. 36 ½ inches / 36.5 inches 3 feet ½ inch
5. 1 hour and 35 minutes
6. 7,475

UNIT 4 LESSON 14 (PCM 32)

Language Practice

1. The cafeteria is across from the Women's Department. / The Women's Department is across from the cafeteria.
2. Michael moved the heavy furniture with a dolly.
3. The Pharmacy is in the front of the store.
4. Ahmad unloaded the boxes of tools from the truck.
5. Yesterday Yuri checked the items and restocked the shelves.
6. The store sells tools, clothes, furniture, and many other items.
7. Last week Magda joined the union and paid her dues.

UNIT 4 LESSON 15 (PCM 34)

Reading

Julia is mad because people laugh at her friend when she speaks English.

UNIT 4 MORE PRACTICE (PCM 37)

Vocabulary

1. e
2. m
3. n
4. g
5. j
6. a
7. q
8. r
9. c
10. t
11. p
12. d
13. s
14. h
15. i
16. l
17. b
18. k
19. f
20. o

UNIT 4 MORE PRACTICE (PCM 38)

Problems

1. $6.50
2. 531 pounds (lbs.)
3. the job in the stockroom

MORE PRACTICE (PCM 39)

Vocabulary

1.	birth	day
2.	hard	working
3.	back	ache
4.	care	less
5.	hair	net
6.	rest	room
7.	lay	off
8.	class	room
9.	fork	lift
10.	baby	sit
11.	table	cloth
12.	stock	room
13.	hand	saw
14.	ear	ache
15.	cook	book
16.	after	noon
17.	team	work
18.	over	time
19.	break	down
20.	head	ache
21.	ear	plugs
22.	pay	check
23.	stomach	ache
24.	house	keeper
25.	week	end
26.	screw	driver
27.	dish	washer
28.	bath	room
29.	key	board
30.	pillow	case

At Work in the U.S.

Readings and Language for Job Success

Ellen Vacco
Paula Jablon

At Work in the U.S. helps beginning-level adult ESL learners gain the general language skills and cultural understanding they need to function successfully in the U.S. workplace. The lessons address common workplace topics and key issues that students will encounter:

- expressing personal information, from filling out forms to meeting new people at work
- dealing with job procedures and benefits, from schedules to paychecks
- working safely, from following safety rules to reporting problems
- understanding workplace culture, from learning to work with others to getting a performance review

Lessons are set in specific work settings, but the language and skills that are taught are relevant and can be easily transferred to meet students' personal work requirements.

STUDENT BOOK lessons focus on reading skills and vocabulary development, but also include material to develop all language skills, as well as math, when appropriate to a lesson topic.

Many lesson activities reinforce SCANS skills and competencies.

The AUDIO component includes prompts for all listening activities, along with vocabulary lists and reading passages from each lesson. It provides aural reinforcement for reading comprehension, models natural speech, and helps build listening skills.

A comprehensive TEACHER'S RESOURCE GUIDE includes general suggestions for use of all materials, selected background issues, and how to carry out and extend specific lesson activities, as well as photocopy masters of unit tests and supplemental activities for each unit.

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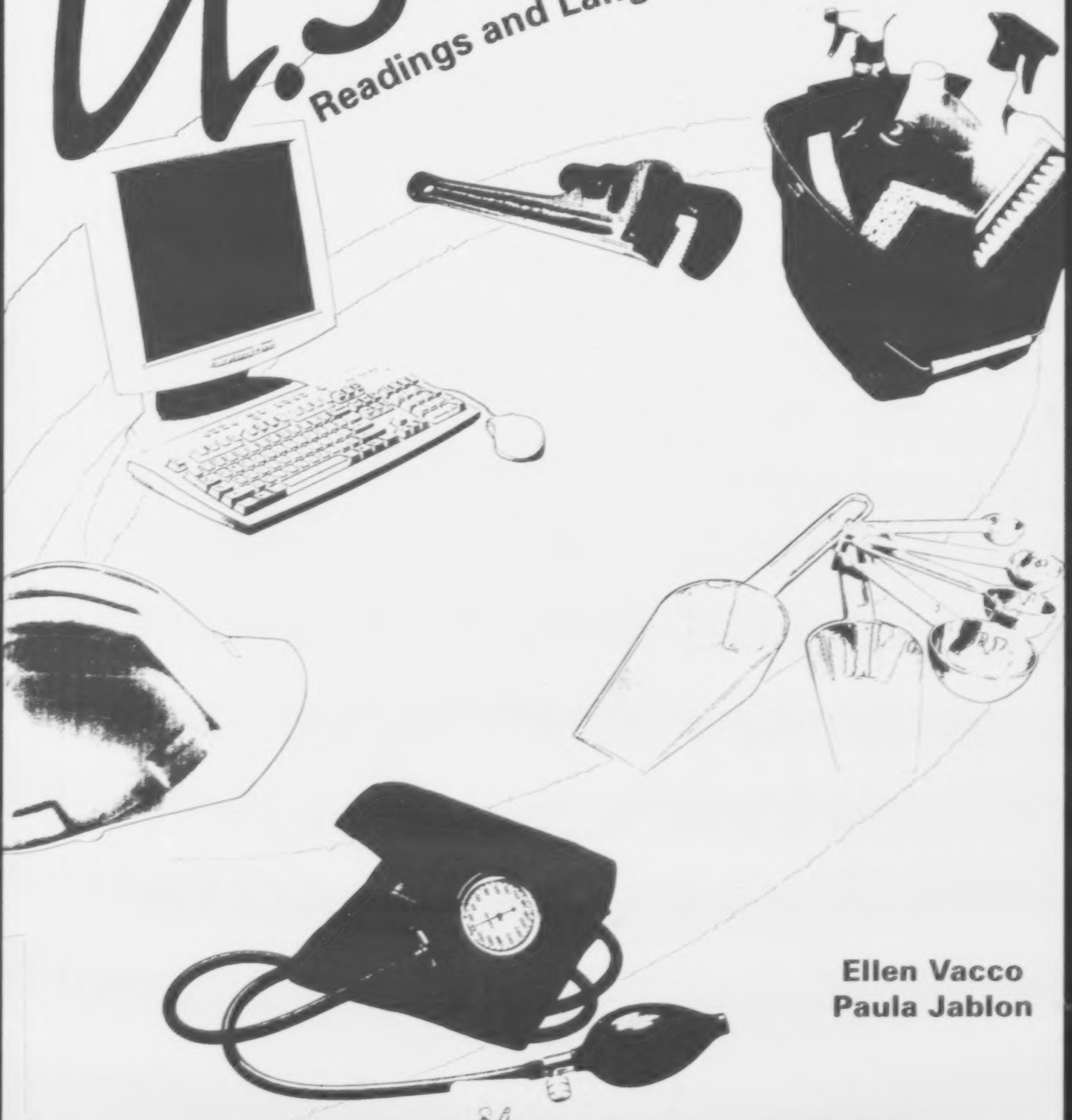
At Work in the U.S.

Readings and Language for Job Success



Ellen Vacco
Paula Jablon

At Work in the U.S.

Readings and Language for Job Success

Paula M. Jablon • Ellen E. Vacco
Workplace Program, Maynard Adult Learning Center, Maynard, MA

New Readers Press

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CONTENTS

TO THE STUDENT 4

AT WORK IN THE U.S. 5

UNIT ONE

Maria's Story PERSONAL INFORMATION 6
LESSON 1 **In the U.S.** Talking about yourself 7
LESSON 2 **At ESL Class** Filling out forms 14
LESSON 3 **Classmates and Co-Workers** Meeting new people at work 22
LESSON 4 **Maria's Job** Describing your job and setting goals 30

UNIT TWO

Ana's Story JOB PROCEDURES AND BENEFITS 37
LESSON 5 **A Busy Schedule** Learning about schedules 38
LESSON 6 **Ana's New Job** Understanding job procedures and duties 46
LESSON 7 **Time Off** Taking time off from work 54
LESSON 8 **Getting Paid** Understanding your paycheck 62

UNIT THREE

Joe's Story JOB SAFETY 70
LESSON 9 **Change Is Hard** Understanding signs and labels 71
LESSON 10 **Safety on the Job** Following safety rules 78
LESSON 11 **Accidents Can Happen** Preventing accidents 86
LESSON 12 **Reporting a Problem** Reporting problems and emergencies 93

UNIT FOUR

Ramón's Story THE U.S. WORKPLACE 100
LESSON 13 **Laid Off** Looking for a job 101
LESSON 14 **At the Store** Getting used to a new workplace 110
LESSON 15 **Getting Along with Sam** Learning to work with others 117
LESSON 16 **Understanding the U.S.** Understanding your performance at work 125

LISTENING EXERCISE PROMPTS 134

ANSWER KEY 136

To the Student

Welcome to *At Work in the U.S.* This book has stories about Maria, Ana, Joe, and Ramón. They came to live and work in the U.S. Their stories and the stories of others will help you better understand the U.S. workplace. This book will also help you build the vocabulary and communication skills you need at work.

At Work in the U.S. is divided into four units. Each unit is centered on a work-related theme. The themes are *job information, job benefits, safety,* and *workplace culture.* The stories are set in many places where people work—hospitals, hotels, kitchens, factories, stores, nursing homes, construction sites, and others.

There are four chapters in each unit. The chapters include exercises in

- vocabulary
- reading
- grammar
- listening
- pronunciation and dialogues
- writing

Chapters also include the opportunity to

- share your culture and learn about others
- talk about problems
- apply what you have learned to your job

At Work in the U.S. contains a variety of exercises to help you set goals and evaluate your progress at work. You will also practice the skills you need to do a better job.

88

AT WORK IN THE U.S.

This book is about a family.
They came to the U.S. to stay.
They wanted to get good jobs
and live a better way.

Joe is married to Maria.
Her sister, Ana, lives near
with Ramón and their children.
They help each other here.

They all have different jobs
and try to do their best.
Now read about what they do
at work in the U.S.

UNIT 1

Maria's Story

Personal Information

Lesson 1 In the U.S.
Lesson 2 At ESL Class
Lesson 3 Classmates and Co-Workers
Lesson 4 Maria's Job

LESSON 1

In the U.S.

Maria's Story

What country do you come from? Where do you live now?
Is it hard to live in a new country? What is hard for you?

Words for Work

- apartment
- children
- city
- first name
- hospital
- language
- last name
- married
- native country
- nurse

More Words

- different
- education
- family
- friend
- important
- neighbor
- nervous

Hi! My name is Maria Garcia. Maria is my first name. My last name is Garcia. I come from Mexico. I am 38 years old. I am married. My husband's name is Joe. We have three children.

My family and I came to the United States three years ago. Now we live at 353 South Street in Boston, Massachusetts. Boston is a very big and beautiful city. We live in an apartment. It is small, but it is OK for now. My sister and her family live near us. My sister's name is Ana. Her husband's name is Ramón. They have two children. We also have many friends and nice neighbors. We help them. They help us.

Most of the time we are happy to be in the U.S. But it is not always easy. It is very different here. We miss our native country. It is hard to find a good job here. We have to learn the language. In Mexico I was a nurse. I cannot work as a nurse in the U.S. My English is not good yet.

I work in the kitchen of a hospital. There is an English as a Second Language (ESL) class at work. It begins on Thursday. I am very nervous, but I need to go. I want to learn more English. Education is important to me.

Comprehension

Circle *yes* or *no* after each sentence.

1. Maria's last name is Garcia. yes no

2. She is 28 years old. yes no

3. She lives in New York City. yes no

4. Maria and her family miss their country. yes no

5. Maria wants to learn more English. yes no

6. The ESL class begins on Tuesday. yes no

Vocabulary

A. Complete each sentence with one of these words or phrases.

apartment	family	language	native country
city	hospital	last name	nervous

1. Maria and her ________________ came to the U.S. three years ago.
2. In the U.S. your ________________ is your family name.
3. Boston is a big ________________ .
4. Maria lives in a small ________________ in Boston.
5. Doctors and nurses work in a ________________ .
6. Mexico is Maria and Joe's ________________ .
7. Maria is very ________________ about going to ESL classes.
8. English is a hard ________________ to learn.

B. Find and circle the words. Some words go across. Some words go down.

v	c	l	a	s	j	y	c	b	o
f	i	r	s	t	p	u	o	n	e
r	t	f	g	a	s	p	u	x	d
i	y	a	d	e	e	r	n	o	u
e	s	m	a	l	o	h	t	a	c
n	e	i	g	h	b	o	r	m	a
d	o	l	a	s	t	m	y	a	t
c	r	y	n	j	a	r	s	o	i
a	m	a	r	r	i	e	d	b	o
a	p	a	r	t	m	e	n	t	n

apartment
city
country
education
family
first
friend
last
married
neighbor

Language Skills

Present Tense with *Be*

Full Form		Contraction	Full Form		Contraction
I	am	(I'm)	we	are	(we're)
you	are	(you're)	you	are	(you're)
he	is	(he's)			
she		(she's)	they	are	(they're)
it		(it's)			

A. Complete each sentence with the correct verb form.

Use the full form.

Example: He is my brother

1. I _____ 33 years old.
2. They _____ my neighbors.
3. She _____ very nervous.
4. You _____ late for work.
5. It _____ hard to find a good job.

Use the contraction.

Example: He's my brother

1. I _____ 33 years old.
2. They _____ my neighbors.
3. She _____ very nervous.
4. You _____ late for work.
5. It _____ hard to find a good job.

Questions with *Be*

Am	I	Are	we
Are	you	Are	you
Is	he		
	she	Are	they
	it		

B. Complete the questions with the correct verb form.

Example: Is he your brother?

1. _____ you happy?
2. _____ Maria married?
3. _____ New York a big city?
4. _____ the apartment small?
5. _____ your children in school?
6. _____ they your friends?

C. Make a question from each of the following sentences.

Example: They are neighbors. Are they neighbors?

1. He is thirteen years old. ______________________________?
2. You are nervous. ______________________________?
3. She is a good worker. ______________________________?
4. You are from El Salvador. ______________________________?
5. It is Thursday. ______________________________?
6. Your children are in school. ______________________________?

Oral Practice: Pronunciation

A. Practice the two sounds of the letters *th*. Say the following words.

thank
bathroom
both
think
birthday
month

thirteen
everything
north
thirty
nothing
tenth

three
something
tooth
Thursday
with

that
another
the
brother
there
father
with

these
mother
they
other
this
together

Do you know other words with *th*?

B. Practice these sentences. Then say them as fast as you can.

1. Is Thanksgiving the third Thursday in the month of November?
2. There are thirteen bathrooms on the thirty-third floor.

Oral Practice: Dialogue

Answer the questions. Practice the dialogue with a partner.

Example: **A.** *What is your first name?*
B. *My first name is Maria.*
A. *Please spell that.*
B. *M A R I A*

A. *What is your last name?*
B. *My last name is Garcia.*
A. *Please spell that.*
B. *G A R C I A*

A. What is your first name?

B. My first name is ______________________________.

A. Please spell that.

B. _ _ _ _ _ _ _ _ _ _ _   _ _ _ _ _ _ _ _ _ _ _

A. What is your last name?

B. My last name is ______________________________.

A. Please spell that.

B. _

A. What is your address?

B. My address is ______________________________.

A. Please spell the name of your street.

B. _

A. Please spell your city or town.

B. _

A. What country are you from?

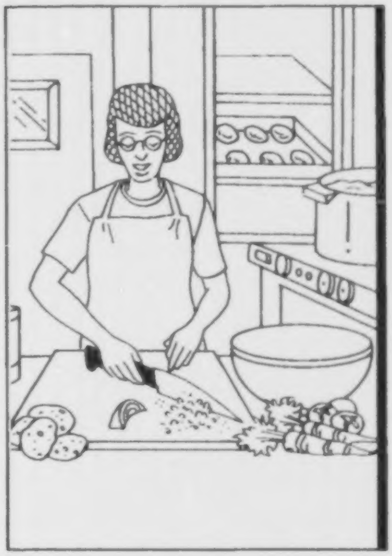
B. I am from ______________________________.

A. When is your ESL class?

B. My class is on ______________________________.

Reading Practice

Read about Maria.



Now I'm in the U.S.
It's not easy living here.
But I have my family
and some friends living near.

Things are very different here—
language, food, and more.
I work at my new job each day.
I work from 8 to 4.

There is an ESL class.
It starts sometime next week.
There is so much I have to learn—
to read and write and speak.

Discussion

1. When did you come to the U.S.? Was it hard for you? What is different here?
2. What was your job in your native country? What was your first job in the U.S.?

Application

Write about yourself. Share your story with your class.

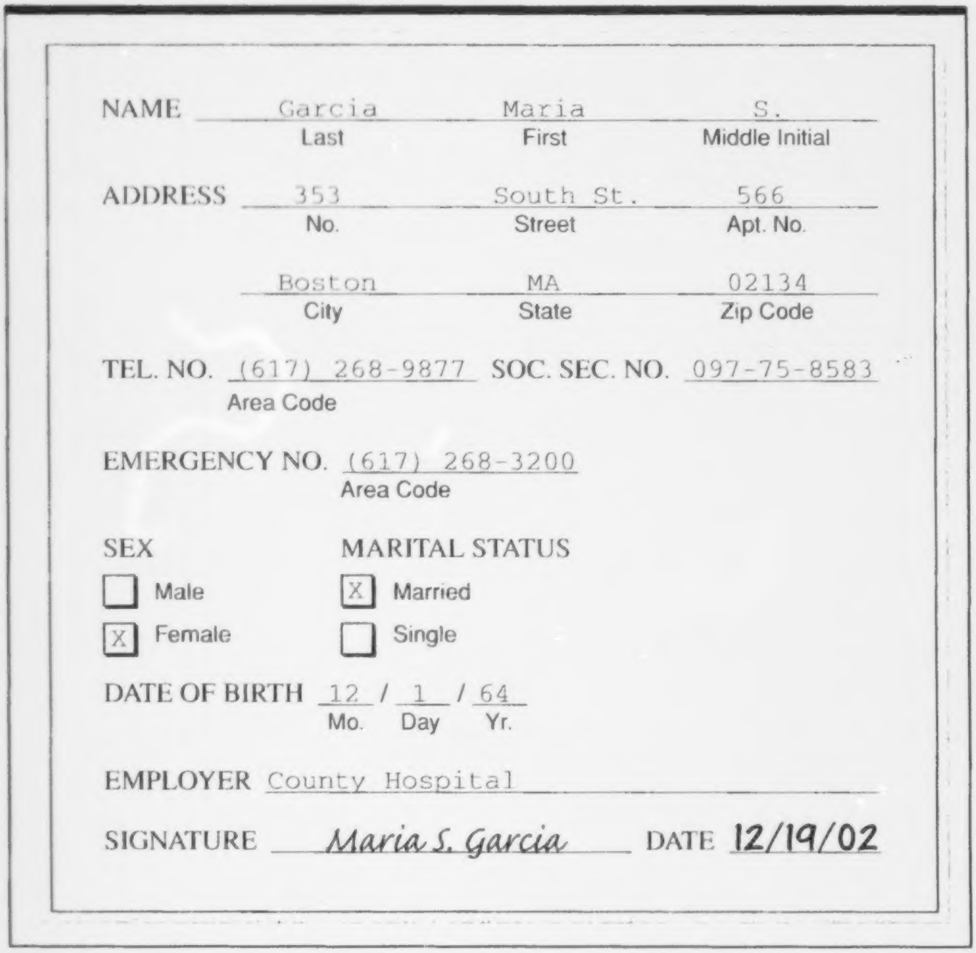
My first name is ________________________ . My last name is ________________________ . I come from ________________________ .

Now I live in ________________________ . My ESL class is on ________________________ .

LESSON 2

At ESL Class

Maria's Story



NAME	Garcia	Maria	S.
	Last	First	Middle Initial
ADDRESS	353	South St.	566
	No.	Street	Apt. No.
	Boston	MA	02134
	City	State	Zip Code

TEL. NO. (617) 268-9877 (Area Code) SOC. SEC. NO. 097-75-8583

EMERGENCY NO. (617) 268-3200 (Area Code)

SEX
☐ Male
☒ Female

MARITAL STATUS
☒ Married
☐ Single

DATE OF BIRTH 12 / 1 / 64 (Mo. Day Yr.)

EMPLOYER County Hospital

SIGNATURE Maria S. Garcia DATE 12/19/02

Do you fill out forms? Where do you fill out forms?
What kind of forms do you fill out?
Are forms hard for you to understand? Do you need help?

Words for Work

- date of birth
- emergency
- employee
- employer
- female
- form
- male
- middle initial
- print
- signature
- single
- Social Security number

More Words

- afraid
- explain
- information
- practice

Today is Thursday. It is the first day of ESL class. There are 15 students in the class. We are all employees at the hospital. Everyone is nervous. But we all need English for our jobs. We know it is important to study hard.

Our teacher's name is Ms. Jones. She gives each student a form to fill out. This is good for me. I sometimes have to fill out forms. I always need help. On this form, I have to print my name, address, telephone number, date of birth, Social Security number, and other information. A few of the students don't understand the words *middle initial*. I don't understand the words *single*, *male*, and *female*. Ms. Jones explains. She also teaches us how to say the words *emergency*, *signature*, and *employer*. We practice these words together.

Ms. Jones tells the class about herself. She asks us to call her Cathy. Then we all say our names. We talk a little bit about our native countries, families, and jobs. This is not easy for us. We only know a little English. Nobody wants to speak first. I am happy because I am not first. I don't like to speak English. I am afraid people will not understand me. But in class I have to try. I want to learn more English.

Comprehension

Circle *yes* or *no* after each sentence.

1. There are 13 students in the ESL class. yes no
2. All the students are nervous. yes no
3. The teacher's name is Ms. Smith. yes no
4. The students fill out forms. yes no
5. Maria does not understand all the words on the form. yes no
6. Everyone in the class speaks English very well. yes no
7. Maria likes to speak English. yes no

Vocabulary

A. Complete each sentence with one of these words.

emergency
employer
female
form
male
print
signature
single

1. On the first day of class, Maria has to fill out a ________________ .
2. A woman is a ________________ .
3. You are not married. You are ________________ .
4. Your ________________ is the company where you work.
5. A man is a ________________ .
6. Your written name is your ________________ .
7. Maria gets sick at work. Her boss calls her ________________ telephone number.
8. You fill out a form. It is important to ________________ the information.

B. Circle the word that does not belong.

Example: nervous happy afraid [✓ form]

1. first name area code middle initial last name
2. city children street apartment number
3. Social Security number date of birth native country print
4. family neighbors emergency friends
5. zip code city signature state
6. address class students teacher

Language Skills

Present Tense Negative of *Be*

Full Form		Contraction	Full Form		Contraction
I	am not	(I'm not)	we	are not	(we aren't)
you	are not	(you aren't)	you	are not	(you aren't)
he	is not	(he isn't)			
she		(she isn't)	they	are not	(they aren't)
it		(it isn't)			

A. Complete each sentence.

Use the full form.

Example: My job is not easy.

1. I _____ _____ a student.
2. She _____ _____ married.
3. Maria and Joe _____ _____ happy.
4. It _____ _____ Tuesday.
5. Ms. Jones _____ _____ a nurse.

Use the contraction.

Example: My job isn't easy.

1. I' _____ _____ a student.
2. She _____ married.
3. Maria and Joe _____ happy.
4. It _____ Tuesday.
5. Ms. Jones _____ a nurse.

B. Answer the questions in the negative. Use the correct contraction.

Examples: Are you married? No, I'm not. Is he your neighbor? No, he isn't.

1. Is Ms. Jones a student? ______________________________
2. Are you a child? ______________________________
3. Are Maria and Joe in Mexico? ______________________________
4. Is Boston a small city? ______________________________
5. Are you an English teacher? ______________________________

Oral Practice: Pronunciation

Dividing a word into parts helps you read it and say it. Practice dividing words into parts. Say the following words. Then say the parts. Finally, repeat the words.

Examples: important im por tant important *security se cur i ty security

1.	city	ci ty	city
2.	country	coun try	country
3.	happy	hap py	happy
4.	form	form	form
5.	easy	ea sy	easy
6.	hospital	hos pi tal	hospital
7.	study	stu dy	study
8.	first	first	first
9.	thirty	thir ty	thirty
10.	only	on ly	only
11.	emergency	e mer gen cy	emergency
12.	very	ver y	very
13.	name	name	name
14.	family	fa mi ly	family
15.	telephone	te le phone	telephone

***Note: The letter *y* at the end of some words sounds like the letter *e* as in *she*. Remember to pronounce it clearly.**

Writing Practice

Complete the following form with personal information.
Please print.

PLEASE PRINT

NAME ______________________________
Last First Middle Initial

ADDRESS ______________________________
No. Street Apt. No.

____
City State Zip Code

TEL. NO. (______) ______________ SOC. SEC. NO. ______________
Area Code

EMERGENCY NO. (______) ______________
Area Code

SEX

☐ Male

☐ Female

MARITAL STATUS

☐ Married

☐ Single

DATE OF BIRTH ________ / ________ / ________ AGE ____________
Mo. Day Yr.

NATIVE COUNTRY ______________ LANGUAGE ______________

NAME OF EMPLOYER ______________________________

SIGNATURE ______________________ DATE ____________

Reading Practice

Exchange your completed form with a classmate. Read your partner's form. Complete the sentences.

1. My classmate's first name is ______________________________ .

2. His/Her native country is ______________________________ .

3. He/She lives in ______________________________ .

4. He/She works for ______________________________ .

More Practice: Vocabulary

An abbreviation is the short form of a word. Match the abbreviation with the correct word.

____	**1.** M.I.	**a.** month
____	**2.** Soc. Sec. #	**b.** number
____	**3.** no.	**c.** year
____	**4.** mo.	**d.** apartment
____	**5.** Tues.	**e.** United States
____	**6.** U.S.	**f.** telephone
____	**7.** yr.	**g.** Social Security number
____	**8.** apt.	**h.** middle initial
____	**9.** tel.	**i.** Tuesday

Do you know other abbreviations? For example, do you know abbreviations for days of the week? Months of the year? Any others? Share your ideas with your classmates. See how many abbreviations the class knows.

Cultural Exchange

1. Ms. Jones asks her students to call her Cathy. What do you call your ESL teacher? What did you call your teacher in your native country?
2. What do people call *you?* Is it hard for people to say your name?

Application: Listening Practice

Listen to the questions. Write your answers to the questions.

1. ____________________

2. ____________________

3. ____________________

4. ____________________

5. ____________________

6. ____________________

7. ____________________

8. ____________________

Application: Writing Practice

Write the information.

1. What is your address?

____

____

2. What is your employer's address?

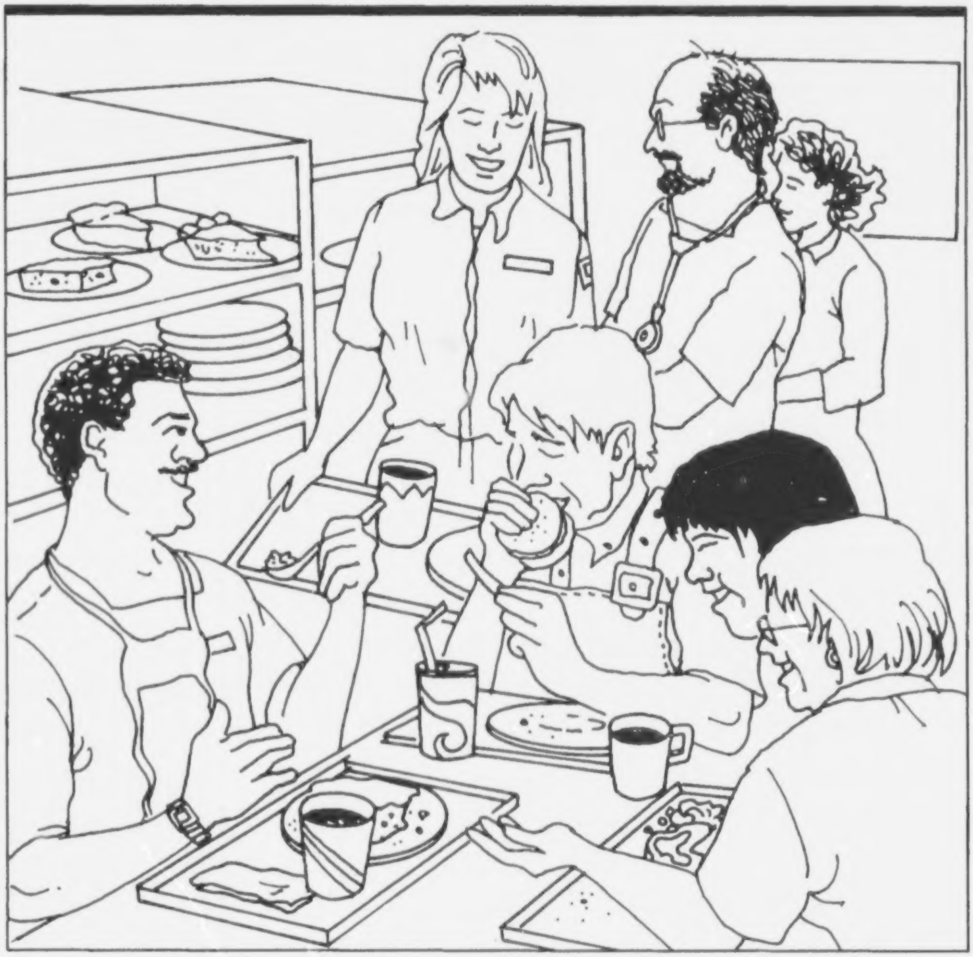
____

____

LESSON 3

Classmates & Co-Workers

Maria's Story



Who are your co-workers? Do you know them? Do you talk to them? Are your co-workers from different countries? Do they speak different languages?

Words for Work

cafeteria
co-workers
department
housekeeping
kitchen
laundry
linen
maintenance
nationality
patient
supervisor

More Words

fix
hall
meal
tray

It is Tuesday. Today is our fourth ESL class. All of the students in my class work at Memorial Hospital with me. We are classmates and co-workers, but we don't know each other. We come from different countries. We are different nationalities.

Four of my co-workers in the kitchen are in my ESL class. Dung and Hoa are Vietnamese. They come from Vietnam. Dung, Hoa, and I get the meals ready. Hong is from China. Her nationality is Chinese. Hong puts the meals on the trays. Win is Cambodian. He washes the dishes.

Two classmates work in the housekeeping department. Sergio is Brazilian. He washes the floor in the cafeteria. He also cleans the patients' rooms. Luz comes from Puerto Rico. She cleans the bathrooms and the halls. Three of my classmates come from Haiti. Their names are Pierre, Isabelle, and Claire. Pierre works in maintenance. He fixes things at the hospital. Isabelle and Claire work in the laundry. There are a lot of sheets and towels at the hospital!

I see my classmates at work. We speak different languages, so we don't talk much. I want to talk to my classmates. I also want to talk to my supervisor and other people at the hospital.

Comprehension

Circle *yes* or *no* after each sentence.

1. The classmates come from many different countries. yes no

2. All of the classmates work in the same department. yes no

3. Maria works in the laundry. yes no

4. A kitchen worker puts the meals on the trays. yes no

5. Housekeeping workers wash the floors and clean the bathrooms. yes no

6. The hospital workers talk to each other a lot. yes no

Vocabulary

A. Complete each sentence with one of these words.

departments
housekeeping
kitchen
laundry
maintenance
nationality
supervisor

1. Dung comes from Vietnam. His ________________ is Vietnamese.

2. My ________________ is my boss.

3. Maintenance and housekeeping are ________________ at the hospital.

4. Workers in ________________ fix things inside and outside the building.

5. Workers in ________________ clean the bathrooms.

6. Workers in the ________________ wash the linens.

7. Workers in the ______________________________ cook meals.

B. Match each word with the correct meaning.

_____ **1.** co-workers	**a.** breakfast, lunch, or dinner
_____ **2.** cafeteria	**b.** repair
_____ **3.** different	**c.** sick people in a hospital
_____ **4.** meal	**d.** sheets, towels, pillowcases, tablecloths
_____ **5.** tray	**e.** people you work with
_____ **6.** fix	**f.** not the same
_____ **7.** linens	**g.** something to carry food and dishes
_____ **8.** patients	**h.** a place where you eat

Language Skills

Present Tense

I	work	we	work
you	work	you	work
he she it	works	they	work

A. Complete each sentence with the correct verb form.

Example: She works in a hospital.

1. (want) I __________________ to learn English.

2. (know) Maria __________________ her co-workers.

3. (like) They __________________ their supervisor.

Present Tense Negative

Full Form		Contraction	Full Form		Contraction
I	do not	(don't) work	we	do not	(don't) work
you	do not	(don't) work	you	do not	(don't) work
he she it	does not	(doesn't) work	they	do not	(don't) work

B. Complete each sentence in the negative. Use the correct contraction.

Example: They don't go to ESL class on Sunday.

1. Maria __________________ speak much English.

2. We __________________ come from the same countries.

3. I __________________ talk to my co-workers.

4. My supervisor __________________ understand me.

Oral Practice: Pronunciation

A. Practice these words that begin with the letter *h*.

half
hall
happy

hard
have
he

help
her
his

hospital
housekeeping
how

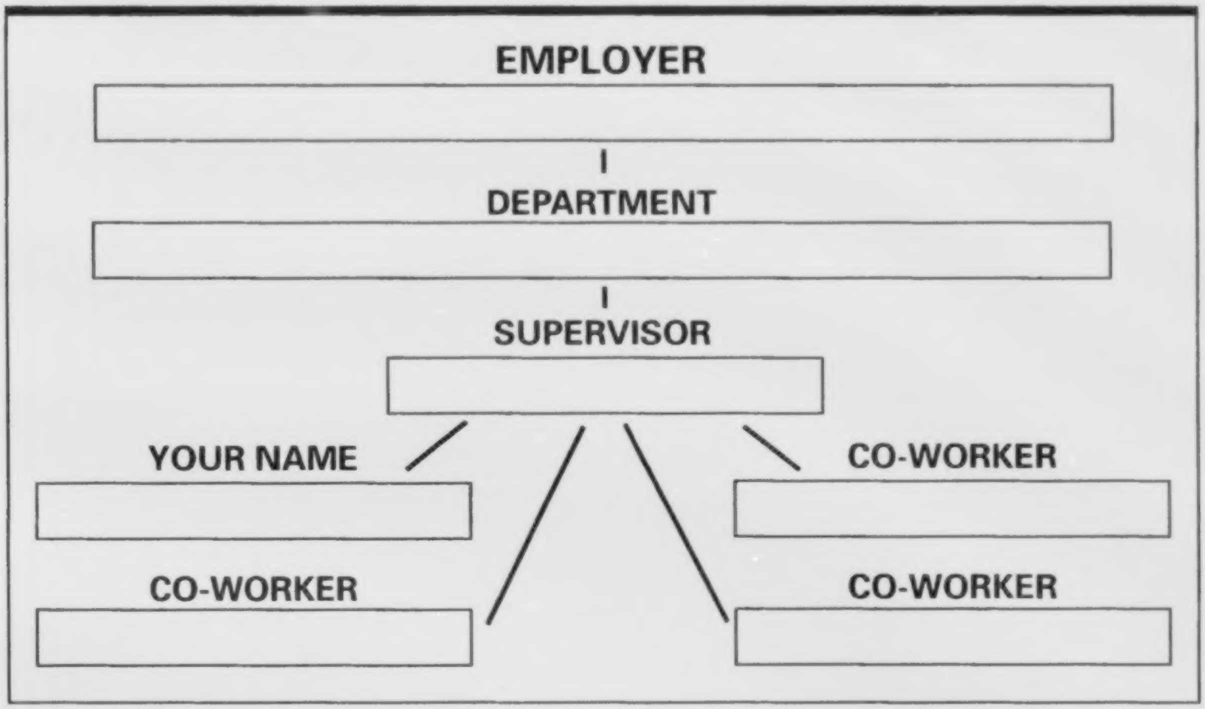
Do you know other words that begin with the letter *h*?

B. Practice these sentences. Then say them as fast as you can.

1. Hana has Henry's hard hat.
2. He hung his hammer on the hook in the hall.

Oral Practice: Presentation

Fill in the following chart. Then tell your classmates about the place where you work.



Reading Practice

A. Read the following story about Maria's classmate.

Hong is a Chinese woman in my ESL class. In class we talk about our families. Hong's mother and father live on a farm in China. They grow rice. My mother and father live on a farm in Mexico. They grow rice, too. Hong makes the same rice cakes my mother makes. I can't believe it! Hong is from China. I am from Mexico. But we eat the same food.

I see Hong in the cafeteria every day. She sits with other Chinese people. They speak Chinese. I eat lunch with my Mexican friends. We speak Spanish. I want to talk to Hong. I want to know more about China and Chinese food. Maybe we eat other food that is the same.

It's hard to talk to Hong. I don't think she can understand me. Sometimes I cannot understand her. I hope someday we can talk to each other.

B. Circle the letter of the correct answer.

1. Hong is _______.
- **a.** Mexican
- **b.** Chinese
- **c.** Cambodian

2. Maria and Hong both eat _______.
- **a.** corn
- **b.** rice
- **c.** beans

3. Every day Maria sees Hong _______.
- **a.** in the laundry
- **b.** on a farm
- **c.** in the cafeteria

4. Maria wants to know more about _______.
- **a.** Chinese food
- **b.** Mexican food
- **c.** American food

More Practice: Vocabulary

Match the country with the corresponding nationality.

____ **1.** Colombia	**a.** Cuban
____ **2.** Russia	**b.** Portuguese
____ **3.** Poland	**c.** Indian
____ **4.** India	**d.** Lebanese
____ **5.** Dominican Republic	**e.** Colombian
____ **6.** Portugal	**f.** Algerian
____ **7.** Lebanon	**g.** Vietnamese
____ **8.** China	**h.** Russian
____ **9.** Cuba	**i.** Haitian
____ **10.** Algeria	**j.** Chinese
____ **11.** Haiti	**k.** Polish
____ **12.** Vietnam	**l.** Dominican

What is your nationality? What are the nationalities of your co-workers and classmates?

Cultural Exchange

1. Are there people in your ESL class from other countries? What countries are they from? Look at a map. Where are these countries? What do you know about these countries? What things are the same as in your country? What things are different? Food? Weather? Jobs? Families? Holidays? Sports? Schools? Discuss these things with your classmates.
2. Share something from your native country with your class (for example, a book, pictures, clothes, jewelry, or crafts).

Application

1. Do you work with people from other countries? From the U.S.? Do you talk to them? Why or why not?
2. Use the questions to interview a co-worker. Then tell your class about your co-worker. Complete the sentences to help you remember the information.

   a. What is your name?

   My co-worker's name is ______________________________ .

   b. What country are you from?

   He/She is from ______________________________ .

   c. What is the weather like in your country?

   The weather is ______________________________ .

   d. What food do you like to eat?

   He/She likes to eat ______________________________ .

   e. How many people are in your family?

   There are ________________________ people in his/her family.

   f. What was your job in your native country?

   He/She was a ______________________________ .

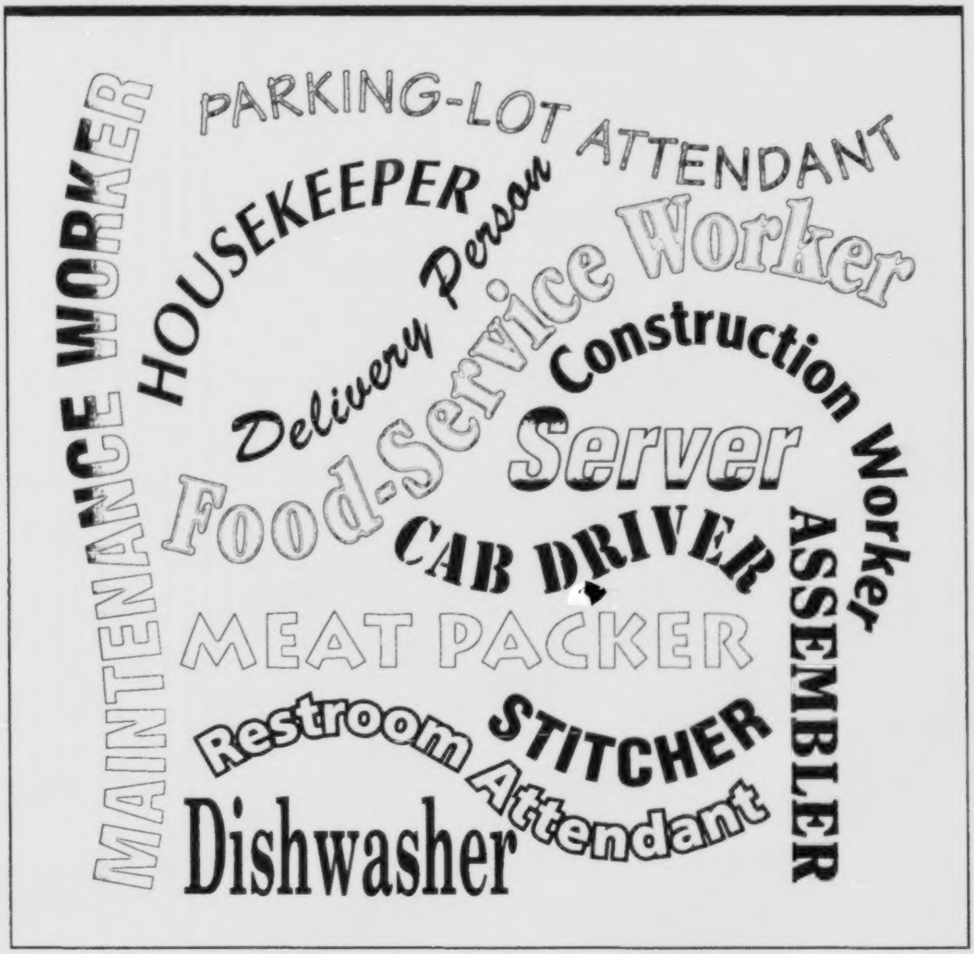
   g. What is your job now?

   He/She is a ______________________________ .

LESSON 4

Maria's Job

Maria's Story



What is your job?
Do you know all these jobs?

Words for Work

aide
cart
diet/dietary
food-service worker
gloves
hair net
measure/measurement
menu
punch in/out
supply room
time card
uniform

More Words

mix
peel
sharp
special

I work in the kitchen at the hospital. I'm a food-service worker. Every day I get to work at 7:00 A.M. First I punch in my time card. Then I go to the supply room. There I get a clean uniform and a hair net. Next I wash my hands with soap. After that I put on gloves. Then I get the food ready.

Some days I make fruit salad for lunch. I peel and cut up fruit. I cut up bananas, apples, peaches, and oranges. I mix all the fruit together. Every afternoon I get the vegetables ready for dinner. I cut potatoes, carrots, beans, and squash. I use a sharp knife, a clean cutting board, a large bowl, and a spoon. Then I help other workers put the meal trays on the cart.

I like working in the kitchen at the hospital. But I do the same thing almost every day. I want to get a different job. Maybe I can be a dietary aide. Dietary aides bring the menus to the patients. Maybe I can be a cook. I need to find out more about these jobs. I have a lot of questions. How much English do I need? Do I have to know about special diets? What do I have to learn?

Now I'm learning about food in my ESL class. I need to learn the measurements. I need to study the vocabulary. It's important to learn English. I want to get a new job soon.

Comprehension

Circle *yes* or *no* after each sentence.

1. Maria is a dishwasher. yes no
2. She punches in her time card every day. yes no
3. Some days Maria makes fruit salad. yes no
4. She uses sheets and towels to do her job. yes no
5. Maria does not like working in the hospital. yes no
6. Maria wants a new job. yes no

Vocabulary

A. Complete each sentence with one of these words.

cart
diet
gloves
hair nets
menu
supply room
time card
uniform

1. Many workers punch a ________________ at the beginning and end of each day.

2. Maria goes to the ________________ to get things for her job.

3. Some workers wear ________________ on their hands.

4. Some workers wear ________________ on their heads.

5. Oscar is too heavy. The doctor puts him on a ________________ .

6. At the hospital, workers put the meal trays on a ________________ .

7. A nurse at a hospital wears a ________________ .

8. Patients look at a ________________ to choose their food.

B. Circle the word that does not belong.

Example: breakfast lunch [✓ salad] dinner

1. knife spoon diet bowl

2. cart mix cut peel

3. fruit vegetables meat menu

4. uniform hair net measurement gloves

5. food-service worker cook housekeeper dietary aide

6. learn wash study read

Language Skills

Present Tense Questions

Do	I	work?	Do	we	work?
Do	you	work?	Do	you	work?
Does	he she it	work?	Do	they	work?

A. Complete each question with the correct verb form.

Example: Does she wear gloves?

1. (like) ________________ you ________________ your job?

2. (cook) ________________ they ________________ the meals?

3. (work) ________________ your supervisor ________________ very hard?

4. (wash) ________________ he ________________ his hands?

5. (need) ________________ I ________________ a uniform?

6. (have) ________________ the patients ________________ fruit salad?

7. (know) ________________ Maria ________________ U.S. measurements?

B. Answer the questions with information about your job. Use the short-answer form.

Examples: Do you have two breaks every day? Yes, I do. *or* No, I don't.

1. Do you wear a uniform at work? ________________

2. Do your co-workers come to work every day? ________________

3. Does your supervisor help you? ________________

4. Do you eat lunch in the cafeteria? ________________

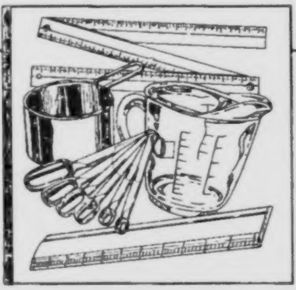
5. Do you have a lot of work to do today? ________________

More Practice: Measurement

Weights and Measures

3 teaspoons (tsp.) = 1 tablespoon (tbsp.)
16 tbsp. = 1 cup (c.)
2 c. = 1 pint (pt.)
2 pt. = 1 quart (qt.)
4 qt. = 1 gallon (gal.)

16 ounces (oz.) = 1 pound (lb.)
12 inches (in.) = 1 foot (ft.)
3 ft. = 1 yard (yd.)
12 = 1 dozen (doz.)



Read the problems. Then answer the questions.

1. How many cups are in 1 quart? _____
How many pints are in 1 gallon? _____
How many ounces are in a half pound? _____

2. Maria makes fruit salad. She has 4 cups of apples, 3 cups of peaches, and 5 cups of oranges. She adds 6 cups of apples, 9 cups of peaches, and 10 cups of oranges. How many cups of apples does she have? _____ How many cups of peaches? _____ How many cups of oranges? _____ How many cups of fruit salad does she make? _____

3. Hoshi uses milk to make pudding. She needs 4 cups. How many pints does she need? _____ How many quarts? _____

4. Thelma wants to make a birthday cake. She needs 4 tablespoons of sugar. She only has a teaspoon. How many teaspoons of sugar does Thelma need? _____

5. Hasan wants to buy 2 gallons of milk. The store doesn't have gallons. The store only has quarts. How many quarts does Hasan have to buy? _____

6. Luis is making his kitchen bigger. He wants to make it 10 feet wider. How many yards wider does he need to make it? _____

7. Al's Restaurant has two refrigerators. Each refrigerator is 27 inches wide. What is the total width in feet? _____

Listening Practice

Listen to the measurements. Write what you hear. Use numerals and abbreviations.

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________
6. ______________________________
7. ______________________________
8. ______________________________

Discussion

1. Do you measure anything at work? What do you measure?
2. What do you use to measure things?

Cultural Exchange

1. What measurements do you use in your country?
2. Do you understand U.S. measurements?
3. Bring a recipe or food from your native country and share it with your class.

Application

Do you need to read in English at work? What do you read? What other ways do you need to use English at work? Use the form to help answer this question.

ENGLISH AT WORK

Why do you need English at work?
Circle *Yes* for things that are important. Circle *No* for things that are not important.

Speaking/Understanding

Who?			**Where and When?**		
Boss/Supervisor	Yes	No	Meetings	Yes	No
Co-workers	Yes	No	Problem	Yes	No
Personnel	Yes	No	Emergency	Yes	No
Customers	Yes	No	Telephone	Yes	No
Cafeteria Workers	Yes	No			
Other ______________			Other ______________		

Reading

What?			**Where?**		
Forms	Yes	No	Computer	Yes	No
Signs	Yes	No	Equipment	Yes	No
Notices	Yes	No	Materials	Yes	No
Directions	Yes	No	Newsletter	Yes	No
Orders	Yes	No	Bulletin Board	Yes	No
Other ______________			Other ______________		

Writing

What?			**Who?**		
Forms	Yes	No	Boss/Supervisor	Yes	No
Notes/Messages	Yes	No	Other Workers	Yes	No
Reports	Yes	No	Personnel	Yes	No
Orders	Yes	No	Customers	Yes	No
Other ______________			Other ______________		

Share the information on your form with your class.

UNIT 2

Ana's Story

Job Procedures and Benefits

Lesson 5 A Busy Schedule
Lesson 6 Ana's New Job
Lesson 7 Time Off
Lesson 8 Getting Paid

LESSON 5
A Busy Schedule

Ana's Story

Work Schedule

	SUN.	MON.	TUES.	WED.	THURS.	FRI.	SAT.
Ana	Day off	8–4	8–4	8–4	8–4	8–4	OT 8–1
Felipe	12–8	10–6	10–6	Day off	Day off	7–3	8–4
Hana	8–4	8-4	7–3	10–6	8–4	OT 2-8	Day off
Rami	Day off	7–3	8–4	8–4	8–4	8–4	Day off
Marina	7–3	Day off	Day off	7–3	12–8	10–6	10–6
Ken	Day off	10–6	10–6	OT 2–8	9–5	9–5	9–5
Andre	7–3	7–3	Day off	OT 2–8	11–7	11–7	11–7
Rose	Day off	9–5	9–5	9–5	9–5	9–5	Day off

Do you have a schedule at work?
Do you have the same schedule every day?
Do you have the same schedule every week?

Words for Work

benefits
break
full-time
health insurance
hotel
on time
overtime
part-time
regular hours
restaurant
schedule
shift

More Words

bills
busy
cheap/expensive
medicine/medical

My name is Ana Rivera. I am Maria Garcia's sister. I work in a big hotel. My schedule is very busy. I work full-time. My regular hours are 8:00 A.M. to 4:00 P.M., Monday through Friday. Every morning I get up at 5:00. I get ready for work. I leave for the bus at 7:00. The hotel is far from my apartment. It takes a long time to get to work. I can't be late. My boss gets mad, and I lose pay. Most days I get to the hotel about 7:45. My first break is at 9:00. Lunch is at noon. I have another break at 2:00. I'm happy to have a second break. My feet are tired.

At 4:00 I finish work. I try to get home quickly. My husband, Ramón, works the second shift, from 3:00 to 11:00. He leaves the apartment at 2:30. He has to be on time for work. My son has a part-time job in a restaurant after school. My daughter comes home from school at 3:15. She is alone until I get home. I don't like to be late.

Ramón and I are very busy. But we need these jobs. We need the medical benefits, too. Health insurance is very important. Doctors and dentists cost a lot of money. Medicine is also expensive.

Some weekends Ramón and I work overtime. It's a busy schedule, but we need the money. We have a lot of bills. Nothing in the U.S. is cheap.

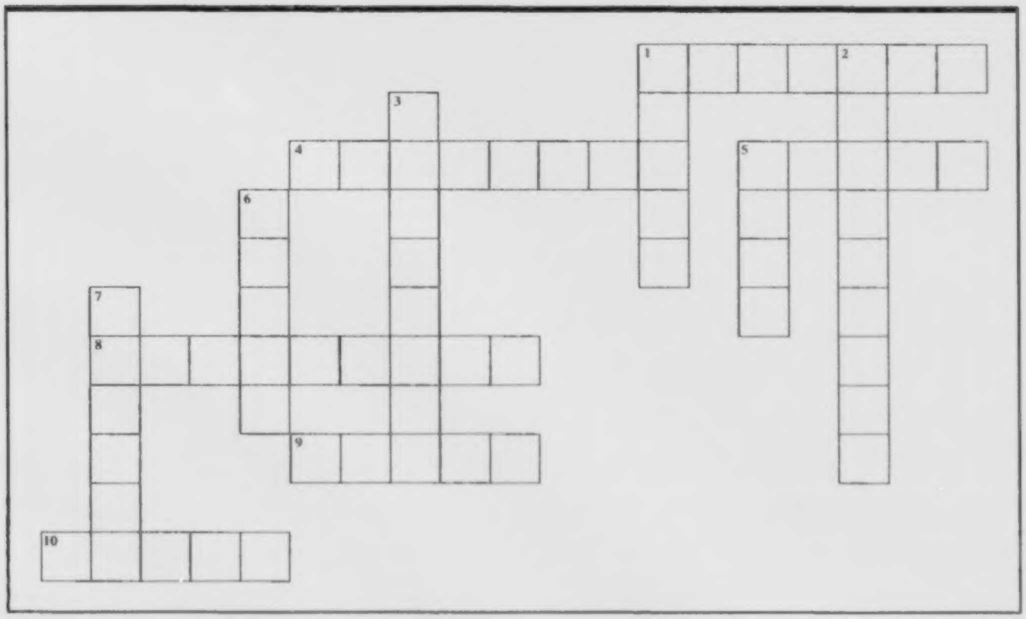
Comprehension

Circle *yes* or *no* after each sentence.

1. Ana has a full-time job. yes no
2. Her regular hours are 3 to 11. yes no
3. Ana has one break every day. yes no
4. Ramón works the second shift. yes no
5. Ana and Ramón work overtime every weekend. yes no

Vocabulary

Fill in the crossword puzzle with the correct words.



benefit
bills
break
busy
cheap
expensive
full-time
health
hotel
medicine
overtime
shift

Across

1. Health insurance is a _________________.
4. You work more than 40 hours a week. You work _________________.
5. You pay your _________________ every month.
8. Something that costs a lot of money is _________________.
9. Something that does not cost a lot of money is _________________.
10. You work the first, second, or third _________________.

Down

1. You stop working for a short time. You take a _________________.
2. A _________________ job is 40 hours a week.
3. The doctor sometimes gives you _________________ to make you feel better.
5. You have a lot to do. You are _________________.
6. Ana works in a big, beautiful _________________.
7. Your _________________ insurance helps to pay the doctor and hospital bills.

Language Skills

Verbs with *can*

A. Complete each question Then answer each question with the short-answer form.

Example: (speak) Can you speak English? Yes, I can. *or* No, I can't.

1. (help) _______ you _______ me? _______________

2. (have) _______ I _______ more overtime? _______________

3. (work) _______ you _______ for me on Saturday? _______________

4. (go) _______ we _______ to lunch at 1:00 today? _______________

5. (leave) _______ I _______ early this week? _______________

B. With a partner, make as many questions as you can. Use the words in the box. Ask each other the questions and answer them.

Example: Can you go home in September? Yes, I can. or No, I can't.

Can you	work	on January 10?
	eat lunch	at 11:30?
	take a break	tomorrow night?
	work overtime	on Thursday?
		in the afternoon?
		from 9 to 5?

Oral Practice: Dialogue

Practice asking for time off. Use your supervisor's name for the first blank below. Use the words and sentences in numbers 1–5 to complete the dialogue. For number 6, write your own ideas. Practice with a partner.

Employee: Excuse me, ____*(name of supervisor)*____ , can I talk to you?
Supervisor: Sure.

Employee: Can I have ____*(a)*____ off? ____*(b)*____ .
Supervisor: OK.

1. a. Friday morning
   b. I have to talk to my child's teacher.
2. a. next Monday afternoon
   b. I have to go to Immigration.
3. a. next Thursday morning
   b. I have to go to the doctor at 10:00.
4. a. tomorrow night
   b. I have a personal problem.
5. a. Wednesday, February 24
   b. I have to go to court.
6. a. ____________________
   b. ____________________

Listening Practice

Listen to the times, days, and dates. Write what you hear.

1. ________________
2. ________________
3. ________________
4. ________________
5. ________________
6. ________________
7. ________________
8. ________________
9. ________________
10. ________________
11. ________________
12. ________________

Reading Practice

Read the following time card. Then answer the questions.

Employee Name Tam Nguyen **Employee No.** 6524

Time Beginning: 11/13/03 **Time Ending:** 11/18/03 **Shift:** first

DAY	IN	OUT	IN	OUT	TOTAL
Monday	8:00	11:30	12:00	4:30	
Tuesday	7:30	11:00	11:30	4:00	
Wednesday	7:30	11:00	11:30	4:30	
Thursday	8:00	11:30	12:00	5:30	
Friday	7:30	11:00	11:30	4:30	
Saturday	8:00	12:00			
				Total Hours	

Signature: Tam Nguyen **Approved by:** Bob Davis

1. What shift did Tam work?
2. How much time does Tam take for lunch each day?
3. How many hours did Tam work each day? Write the totals on the form.
4. How many hours did Tam work this week? Write the total hours on the form.
5. Tam gets overtime when he works more than 8 hours in one day. He also gets overtime when he works on Saturday. How many overtime hours did Tam work?

More Practice: Reading

A. Read the following story about Susana.

My name is Susana. I come from Brazil. I came to the U.S. nine months ago. In Brazil, sometimes people are late. No one gets upset.

The U.S. is different. It's very busy here. Everyone is in a hurry. People talk fast. People move fast. It's important to be on time.

In the U.S. it isn't good to be late for work. My boss always watches the clock. I can't be late. My boss gets mad. We have a very busy schedule at work. But today my bus was late. Now I'm late for work. I hope my boss isn't mad.

B. Circle the letter of the correct answer.

1. Susana came to the U.S. _____ .
- **a.** nine weeks ago
- **b.** nine months ago
- **c.** nine years ago

2. Where Susana comes from, people _____ .
- **a.** move fast
- **b.** like to wait
- **c.** are sometimes late

3. Susana has a _____ at work.
- **a.** good boss
- **b.** lot of friends
- **c.** busy schedule

4. Today Susana is _____ .
- **a.** on time
- **b.** mad at her boss
- **c.** late for work

5. In the U.S. it's important to be _____ .
- **a.** in a hurry
- **b.** on time
- **c.** busy

Cultural Exchange

1. Is it important to be on time in your native country? Explain.

2. Was being on time hard when you came to the U.S.? Explain.

Let's Think about It

Look at each reason for being late for work. Is it a good reason? Circle *yes* or *no*.

1. The weather is bad. yes no
2. You have to go to the airport. yes no
3. Your child is sick. yes no
4. Your car won't start. yes no
5. There is a lot of traffic. yes no
6. You get up late. You miss the bus. yes no
7. You have an emergency at home. yes no
8. You are tired. yes no

Application

1. What do you say to your boss when you are late? Discuss with your class. Write a dialogue with a partner. Present it.
2. Keep your schedule at work for a week. Write what you do each day. Bring your schedule to class. Tell the class about it.

MONDAY ____________________
____
____
____
____

TUESDAY ____________________
____
____
____
____

WEDNESDAY ____________________
____
____
____
____

THURSDAY ____________________
____
____
____
____

FRIDAY ____________________
____
____
____
____

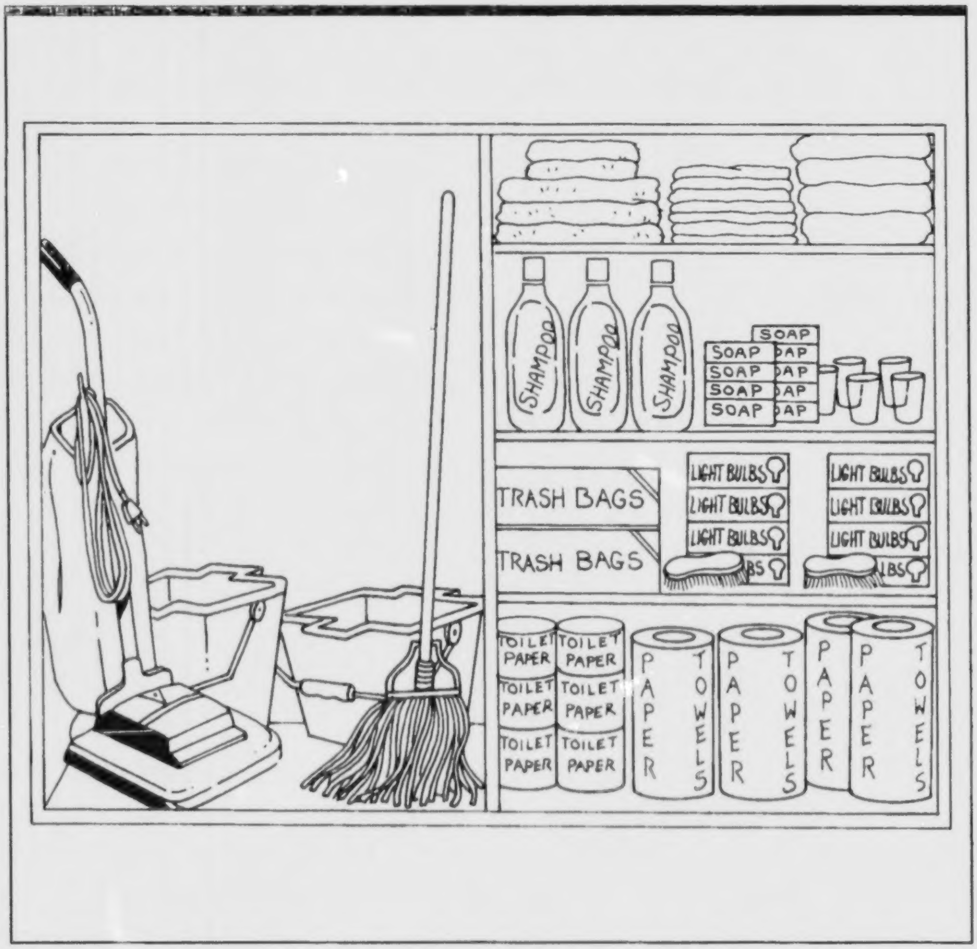
SATURDAY ____________________
____

SUNDAY ____________________
____

LESSON 6

Ana's New Job

Ana's Story



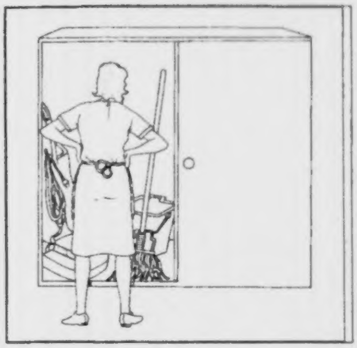
Do you have any of these supplies at work?
Do you use any of these supplies at home?
Do you use other supplies?

Words for Work

- equipment
- guest
- inspection
- lobby
- manager
- materials
- storage room
- tip
- work order

More Words

- check
- dust
- elevator
- in order
- shelf/shelves



I got my job at the hotel two months ago. It's a good place to work. I work in the housekeeping department. I'm a housekeeper. I clean the guest rooms, the halls, and the lobby.

I get to work every morning about 7:45. First I get my work order. Next I go to the storage room and get my cart. Then I get the supplies I need.

The supplies are on shelves in the storage room. Everything is in order. The paper towels are on the bottom shelf, next to the toilet paper. Trash bags are on the second shelf, next to the light bulbs. The soap is on the third shelf, between the glasses and the shampoo. There are pails on the floor, behind the vacuum and the mop.

The linens are on the top shelf. There are towels, pillowcases, and sheets. The pillowcases are between the towels and the sheets.

Today the manager is here for an inspection. First she checks my equipment and materials. Then we take the elevator to the third floor. We go to Room 363. The manager watches me work. First I clean the bathroom. I use a mop, cleaners, brush, and paper towels. I put clean towels on a shelf above the toilet. I put other supplies on a shelf above the sink. Then I clean the bedroom. I use a dust cloth and vacuum cleaner. I get the clean sheets and make the beds. The manager checks all of my work. This makes me very nervous. I ask her, "Is everything OK?" She says, "You're doing a good job."

It isn't easy to be a housekeeper. The work is hard, and I don't make much money. But sometimes I get a big tip. I like that! Also, I'm learning new things and meeting new people. My co-workers are nice. We talk at break and at lunch. Sometimes I talk to the guests, too. My English is a little better now. I think this job is good for me.

Comprehension

A. Circle *yes* or *no* after each sentence.

1. Ana works in the housekeeping department. yes no
2. The cleaning supplies are on shelves in the storage room. yes no
3. They aren't easy to find. yes no
4. Ana cleans the bathrooms with a vacuum cleaner and a dust cloth. yes no
5. Ana isn't doing a good job. yes no
6. Sometimes Ana gets a tip. yes no

B. Circle the letter of the correct answer.

1. Ana's job is ____ .
   - **a.** in a restaurant
   - **b.** in a hospital
   - **c.** in a hotel

2. Ana gets her work order and supplies. Then she goes ____ .
   - **a.** home
   - **b.** to lunch
   - **c.** to work

3. Ana's ____ checks her work.
   - **a.** manager
   - **b.** friend
   - **c.** co-worker

4. Ana thinks her job is good because ____ .
   - **a.** she makes a lot of money
   - **b.** she is learning new things
   - **c.** she works hard

Vocabulary

A. Complete each sentence with one of these words.

elevator
equipment
guest
inspection
storage room
work order

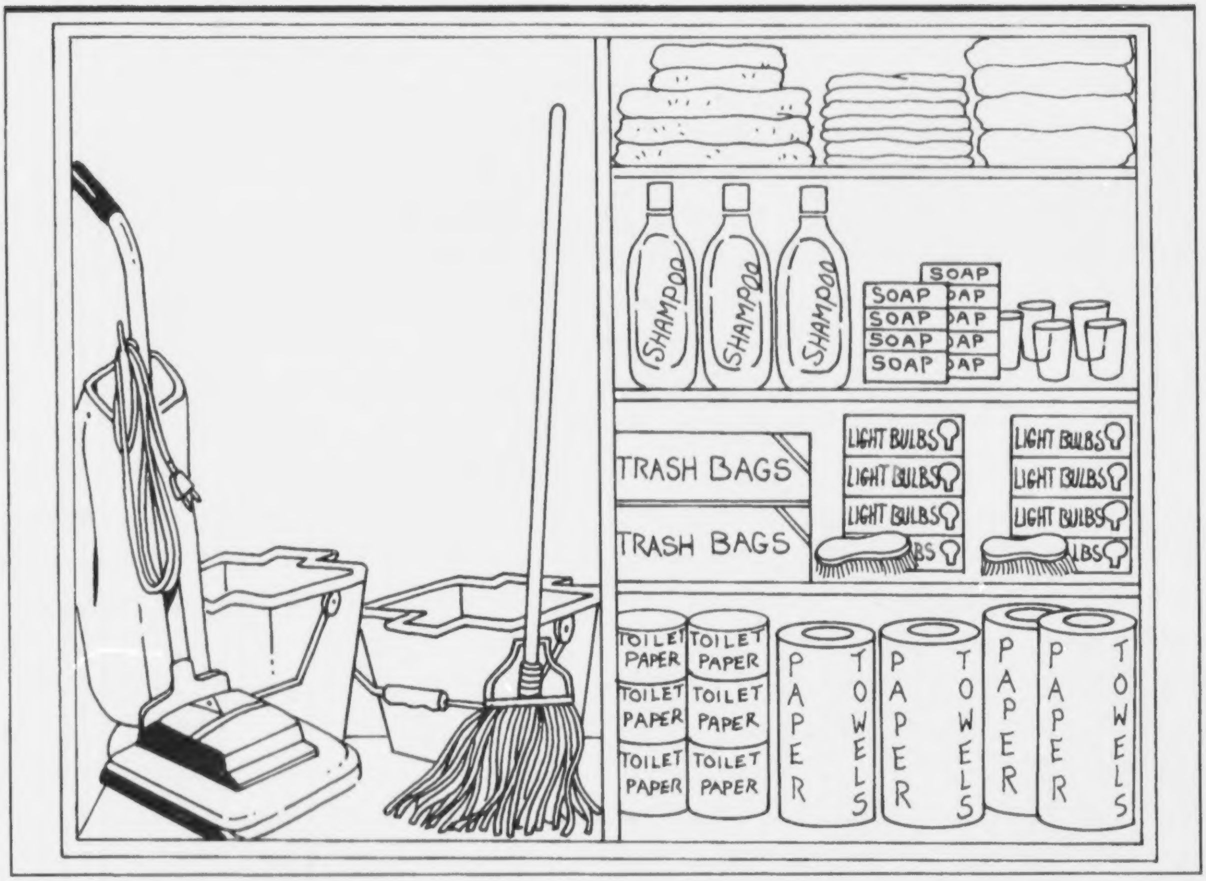
1. The supplies are kept in the ______________________________ .
2. A person who stays in a hotel is a ______________________________ .
3. Some workers use ______________________________ to do their jobs.
4. Ana knows what to do each day. She gets a ______________________ .
5. Your boss checks your work. This is an ________________________ .
6. You take an ____________________ to go from the first floor to the tenth floor.

B. Circle the word that does not belong.

Example: bedroom bathroom [✓ hotel] kitchen

1. shelf brush paper towels dust cloth
2. soap shampoo glasses bathroom
3. towels guest linen sheets
4. equipment supplies inspection materials
5. lobby guest room storage room bed
6. behind next to tip above

Language Skills



A. Look at the supply closet. Then complete the sentences with one of the following prepositions.

above	behind	below	between	next to

Example: The light bulbs are below the glasses.

1. The soap is ________________ the glasses and the shampoo.

2. The vacuum is ________________ the mop.

3. The sheets are ________________ the glasses.

4. The paper towels are ________________ the light bulbs.

5. The pails are ________________ the vacuum and the mop.

B. Look at the supply closet on page 50. Work with a partner. Ask and answer questions about where the supplies are stored.

Example: Where is the shampoo? On the shelf next to the soap.

Listening Practice: Pronunciation

A. Listen to the words that end in *es*. How many parts do you hear? Write the number.

Example: watches 2

1. glasses ____
2. knives ____
3. mixes ____
4. services ____
5. oranges ____
6. washes ____
7. gloves ____
8. peaches ____
9. sponges ____
10. aides ____
11. dishes ____
12. fixes ____
13. boxes ____
14. shelves ____
15. brushes ____
16. languages ____
17. lunches ____
18. telephones ____

B. Practice saying the words.

C. Practice the following sentences. Then say them as fast as you can.

1. Alexis fixes the lunches and puts them in boxes.
2. The aides put the gloves and the knives on the shelves.
3. She washes the dishes with brushes and sponges.

Listening Practice: Following Directions

Part 1. Listen to the dialogues. Say the answers to the questions you hear.

Part 2. Listen to the directions. Then see if you can repeat them in the same order.

Writing Practice

A. Write about Ana's job. Use information from the story on page 47.

Ana works in the ____________________ department. She is
1
a (job) ____________________. She does many things every day.
2
First she ____.
3
Then she ____.
4
Next she ____.
5
Ana uses a ____________________, a ____________________,
6 7
and a ____________________ to do her job.
8

B. Now write about your job.

I work in the ____________________ department. I am a/an

(job) ____________________. I do many things in my job.

First I ____.

Then I ____.

Next I ____.

I use a/an ____________________, a/an ____________________,

and a/an ____________________ to do my job.

More Practice: Vocabulary

Ana uses a mop, cleaners, and other supplies to do her job. What supplies, equipment, and materials do you have at work? Write these words in the box.

apron______
b______
c______
d______
e______
f______
g______
h______
i______
j______
k______
l______
m______
n______
o______
p______
r______
s______
t______
u______
v______
w______
y______
z______

Application

1. Is there a storage room or closet where you work? What is in it?
2. Tell the class about your job. Use what you wrote on page 52.

LESSON 7

Time Off

Ana's Story

Do you ever take time off?
When do you take time off?
Why do you take time off?

Words for Work

- call in sick
- cover for
- day off/time off
- holiday
- personal day
- sick day/time
- unpaid/paid
- vacation

More Words

- ache
- appointment
- fever
- flu
- message
- office
- problem
- sore throat

Today I am sick. I have a headache and a sore throat. My whole body aches. I think I also have a fever. I feel terrible! One of my co-workers has the flu. Maybe I have the flu.

I can't go to work today. I am too sick. I have to call the doctor's office. I need to make an appointment. Maybe the doctor can give me some medicine. I also have to call my boss, Ms. Richards. This morning I leave a message. I say, "This is Ana Rivera. I cannot come to work today. I'm very sick. I have to go to the doctor. I'll call you tomorrow."

It's important to call in sick. Ms. Richards has to find someone to cover for me. This can be a problem. It's hard to change the schedule. I hope we're not very busy today. I don't want Ms. Richards to be mad at me.

I have one more problem. I started working at the hotel two months ago. I get five paid holidays, one personal day, two weeks' vacation, and five sick days at this job. But I am a new worker. So I don't get any sick days yet. I have to take the day off without pay. I don't want to take unpaid time off.

I can't be out of work very long. I hope the doctor can help me. Maybe he can give me some medicine. I have to get better fast. I want to get back to work.

Comprehension

A. Circle *yes* or *no*.

1. Ana has a sore throat and a fever.	yes	no
2. She has a doctor's appointment at 9:00.	yes	no
3. It's important to call in sick.	yes	no
4. It's easy to change the schedule.	yes	no
5. Ana can take five sick days now.	yes	no
6. Ana doesn't want to get back to work.	yes	no

B. Circle the letter of the correct answer.

1. Ana feels _____ today.
   - **a.** good
   - **b.** terrible
   - **c.** tired

2. She cannot _____.
   - **a.** go to work
   - **b.** talk on the telephone
   - **c.** take medicine

3. Ana has to call _____.
   - **a.** her husband
   - **b.** her co-worker
   - **c.** her boss and her doctor

4. Ana has to take _____.
   - **a.** a holiday
   - **b.** a vacation day
   - **c.** unpaid time off

Vocabulary

A. Complete each sentence with one of these words or phrases.

appointment
calls in sick
cover for
holidays
unpaid
vacation

1. Labor Day and Memorial Day are ________________ for workers in the U.S.

2. You make an ________________ to see a doctor.

3. In her new job Pilar has five sick days and two weeks' ________________ .

4. Fatima has the flu. She can't go to work. She ________________ .

5. I am sick. My co-worker has to ________________ me.

6. A worker takes time off and doesn't get paid. This is ________________ time.

B. Circle the word that does not belong.

Example: hospital nurse [✓ schedule] doctor

1. sore throat headache problem backache

2. office holiday sick day personal day

3. doctor appointment medicine vacation

4. fever message cold flu

Language Skills

Present Tense of *Have*

I	have	we	have
you	have	you	have
he she it	has	they	have

A. Complete each sentence with the correct verb form.

Example: He has good benefits.

1. I ________________ a headache.
2. Pavit ________________ a backache today.
3. We ________________ an inspection every year.
4. She ________________ a new manager.
5. They ________________ different schedules.

Questions with *Have*

Do	I	have	Do	we	have
Do	you	have	Do	you	have
Does	he she it	have	Do	they	have

B. Complete each question.

Example: Do you have the bleach?

1. ____ Fernando and Paul ________________ the same supervisor?
2. ____ you ________________ a knife?
3. ____ we ________________ a big work order today?
4. ____ Han ________________ a cold?
5. ____ Parvin ________________ a uniform?

Oral Practice: Pronunciation

A. Practice the letter *p*.

paid
paper
part-time
patient
people
print
problem
punch in

Practice the letter *f*.

family
feel
fifth
five
flu
form
friend
full-time

Do you know other words with the letters *p* and *f*?

B. Practice these sentences. Then say them as fast as you can.

1. Franco fills out the first form for his friend.
2. The patients have problems and hope to get help.
3. Four part-time people get paid every Friday.

Oral Practice: Dialogue

Practice calling in sick. Use your name for the first blank below. Use the words and sentences in numbers 1–5 to complete the dialogue. For number 6, write your own ideas. Practice with a partner.

EMPLOYEE: This is ________ *(your name)* ________ . I cannot come to work today.
SUPERVISOR: What's the problem?

EMPLOYEE: ________ *a.* ________ .
SUPERVISOR: That's too bad. When can you come back to work?

EMPLOYEE: ________ *b.* ________ .
SUPERVISOR: Please call me tomorrow.

EMPLOYEE: OK.

1. a. I'm sick. I have a bad cold.
b. In a couple of days.

2. a. I have an emergency at home.
b. Tomorrow, I think.

3. a. I hurt my back.
b. I don't know.

4. a. I have the flu.
b. In a few days.

5. a. My child is sick.
b. On Friday.

6. a. ________________

b. ________________

Reading Practice

Ana called in sick. She left a message for her boss with a co-worker. Read her message.

Date 2/25/03
Time 8:10 [✓ AM] PM
To Ms. Richards
From Sun Park
Message Ana Rivera can't come to work today. She is sick.
She will call tomorrow.

Answer the following questions.

1. What is the date of the message? ______________
2. What time is it? Is it morning or night? ______________
3. Why can't Ana go to work? ______________

Listening Practice

A. Listen to the message. Write what you hear.

Date ______________
Time ______________ AM PM
To ______________
From ______________
Message ______________
____

B. **Now use this form to practice the messages you take at work. Work with a partner. Use your boss's name after *To*. Use your name after *From*. Write the message your partner says.**

Date ________________________

Time ________________________ AM PM

To ________________________

From ________________________

Message ____

____

Let's Think about It

A. **Ana has to take time off from work because she is sick. Look at each reason for taking time off. Is it a good reason? Circle *yes* or *no*.**

1. Your car needs to be fixed. yes no

2. You have a headache. yes no

3. Your babysitter is sick. yes no

4. You have to go to a funeral. yes no

5. You have to get your driver's license. yes no

6. You are moving. yes no

7. You are tired. yes no

8. It is your religious holiday. yes no

B. **What are some other good reasons for taking time off? What are some bad reasons? Share your ideas with your classmates.**

Cultural Exchange

1. What are common medicines in your native country? What do people in your country take or do for a cold? A cough? A fever? A headache? A stomachache?
2. There are a lot of different medicines in the U.S. What do you take when you are sick?

Application

1. Practice calling in sick. Use your boss's name for the first blank. Use your name for the second blank. You may need to spell your name. Give a reason for calling in sick. Work with a partner, and present your dialogue to the class. Check that your teacher and your classmates can understand you.

   Example: Ms. Richards, this is Ana. I can't come to work today. I have a bad cold.

   ____________________, this is ____________________. I can't come to work

   today. ____.

2. Practice asking for time off. Use your boss's name for the first blank. Give a reason you may need to take time off. Work with a partner, and present your dialogue to the class. Check that your teacher and your classmates can understand you.

   Example: Ms. Richards, have you got a minute? I have a question. Can I take my vacation next month?

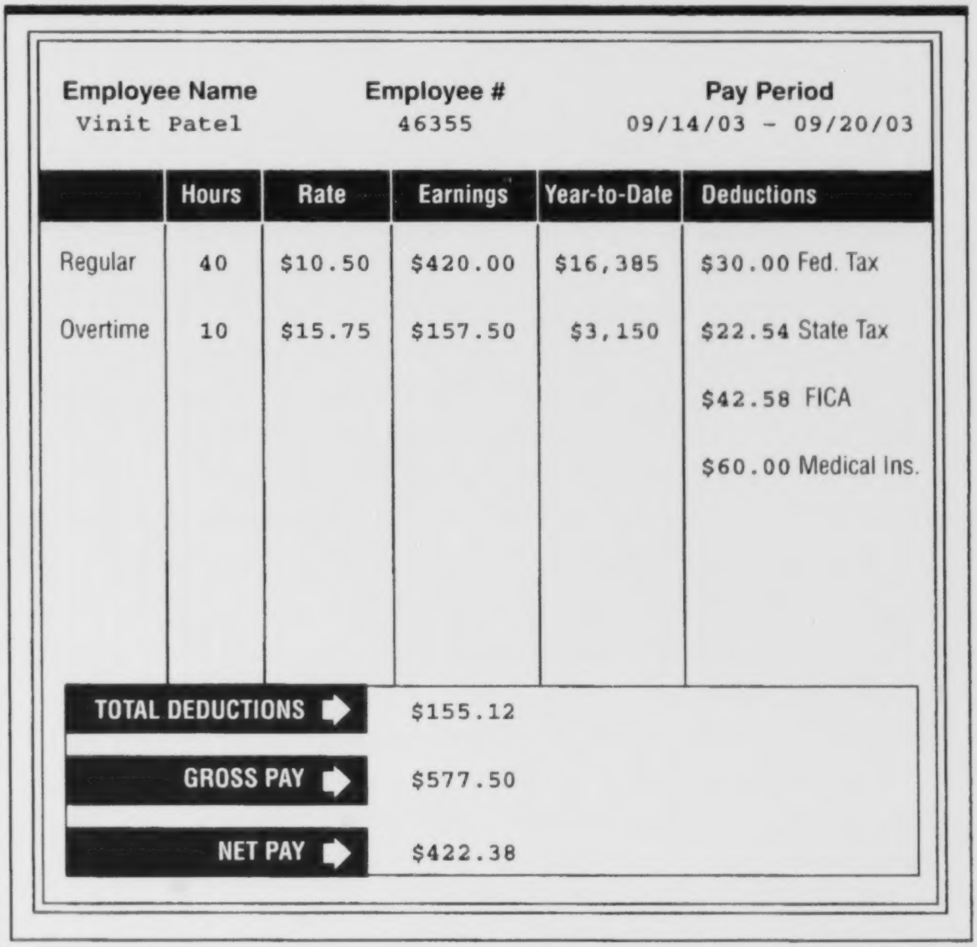
   ____________________, have you got a minute? I have a question.

   ____?

LESSON 8

Getting Paid

Ana's Story



Employee Name	**Employee #**	**Pay Period**
Vinit Patel	46355	09/14/03 - 09/20/03

	Hours	Rate	Earnings	Year-to-Date	Deductions
Regular	40	$10.50	$420.00	$16,385	$30.00 Fed. Tax
Overtime	10	$15.75	$157.50	$3,150	$22.54 State Tax
					$42.58 FICA
					$60.00 Medical Ins.

TOTAL DEDUCTIONS ➡	$155.12
GROSS PAY ➡	$577.50
NET PAY ➡	$422.38

Do you get a paycheck?
Does your pay stub look like this one?
What are your deductions?

Words for Work

deduction
earn/earnings
federal/state taxes
FICA
gross pay/net pay
paycheck
pay period
pay stub
take-home pay
time and a half
withholding
year-to-date

More Words

add
government
subtract
total

I'm so happy it's Friday! I got paid this morning. The pay stub shows my earnings for this pay period. It also shows my earnings so far this year. Those are my year-to-date earnings. Deductions are on the pay stub, too. Some deductions are federal and state withholding taxes. The government takes money out of my pay.

I don't understand everything on my pay stub. Why is there a deduction for medical benefits? What is *FICA?* I ask my friend Rosa. She works with me at the hotel. Rosa explains that the hotel pays half of my health insurance. The other half comes out of my pay. Rosa also tells me that *FICA* is the deduction for Social Security.

Rosa explains gross pay and net pay. Gross pay is money I earn before deductions. I add my deductions and subtract them from my gross pay. This is my net pay. It is also called take-home pay. After deductions, my take-home pay looks small.

This week my paycheck is bigger. I'm working overtime every Saturday now. I have 6 hours of overtime. I get time and a half for overtime. This makes a big difference in my paycheck.

There's a lot of information on my pay stub. I check it every week. I tell my boss if there is a problem.

Comprehension

A. Circle *yes* or *no* after each sentence.

1. Ana gets paid every Thursday. yes no

2. Her pay stub shows earnings and deductions. yes no

3. Rosa is Ana's sister. yes no

4. Social Security is not a deduction. yes no

5. This week Ana's paycheck is bigger because she worked overtime. yes no

B. Circle the letter of the correct answer.

1. Rosa helps Ana understand _____ .
  a. her schedule
  b. her pay stub
  c. her bills

2. Ana pays _____ of her health insurance.
  a. all
  b. none
  c. half

3. Net pay is also called _____ .
  a. gross pay
  b. take-home pay
  c. FICA

4. Ana's paycheck is _____ after deductions.
  a. smaller
  b. bigger
  c. the same

Vocabulary

A. Complete each sentence with one of these words or phrases.

deduction	federal withholding tax	pay stub
earn	pay period	time and a half

1. A ______________________________ shows earnings and deductions.

2. You get paid every week. Your ______________________ is one week.

3. You are paid ____________________________________ for overtime.

4. The money you make is the money you _________________________ .

5. FICA is the _________________________________ for Social Security.

6. The ________________________________ is for the U.S. government.

B. Match each word or phrase with the correct meaning.

____ **1.** full-time
____ **2.** overtime
____ **3.** net pay
____ **4.** deduct
____ **5.** gross pay
____ **6.** FICA
____ **7.** earnings year-to-date
____ **8.** part-time

a. Social Security
b. less than 40 hours a week
c. earnings before deductions
d. 40 hours a week
e. earnings so far this year
f. more than 40 hours a week
g. subtract; take away
h. earnings after deductions

Language Skills

Present Continuous Tense

I	am working	we	are working
you	are working	you	are working
he she it	is working	they	are working

A. Complete each sentence with the correct verb form.

Example: Ana is working overtime today.

1. (do) You ________________ a good job.
2. (wash) They ________________ the floors now.
3. (talk) Cho ________________ to the doctor.
4. (work) We ________________ at the hotel.
5. (help) I ________________ my boss now.

Present Continuous Tense Questions

Am	I	working?	Are	we	working?
Are	you	working?	Are	you	working?
Is	he she it	working?	Are	they	working?

B. Complete each question with the correct verb form. Then answer each question. Use the short-answer form.

Example: (save) Is he saving to buy a car? Yes, he is. *or* No, he isn't.

1. (eat) ____ your supervisor ______ lunch now? ____________________.

2. (take) ____ you ______ your break now? ____________________.

3. (cover) ____ your co-worker ______ for you this week? ____________________.

4. (study) ____ you ______ English? ____________________.

Oral Practice: Dialogue

Practice asking about your paycheck. Use your supervisor's name for the first blank. Use sentences 1–4 to complete the dialogue. Write your own ideas for number 5. Practice with a partner.

Example: EMPLOYEE: *(name of supervisor)*, I have a question about my paycheck.
SUPERVISOR: What's the problem?
EMPLOYEE: ____.
SUPERVISOR: I'll check on it for you.
EMPLOYEE: Thanks a lot.

1. I think my hours are wrong.
2. I was out sick last Tuesday, and I didn't get my sick pay.
3. I don't understand. I have a bigger medical deduction this week.
4. I worked overtime on Thursday. I didn't get paid for it.

5. ____.

Reading Practice

A. Read the following poem about a paycheck.

On my paycheck I can see
a deduction for Social Security,
taxes like federal and state,
and all my earnings year-to-date.

Health insurance is a benefit for me
and everyone in my family.
I work hard for my gross pay;
net is all I take away.

Forty hours is my regular week,
but overtime pay makes me speak
to my boss and ask him when
I can work more hours again!

B. Answer the questions. Fill in the answers on the pay stub below.

Name Long Chu
Pay Period 10-3-03 - 10-9-03

	Hours	Rate	Total
Regular	40	$9.00	
Overtime	6	$13.50	
GROSS PAY ➡			

Deductions	
Fed. Withholding Tax	$25.00
FICA	$23.52
State Withholding Tax	$12.34
Health Insurance	$64.50
TOTAL DEDUCTIONS ➡	
GROSS PAY ➡	
NET PAY ➡	

1. What is Long's pay period? What is your pay period?
2. How much did Long make in overtime?
3. What is Long's gross pay?
4. How much does Long pay in withholding taxes?
5. What are his total deductions?
6. What is Long's take-home pay?

More Practice: Reading

A. Read the story about Josef and Mario.

Friday is payday at Silva Construction Company. Most Fridays everyone is happy. Today was different. There was a fight.

Josef found Mario's pay stub. Josef showed the pay stub to the other guys. Mario got mad. Josef and Mario had a fight. The boss sent them home for three days. They lose three days' pay.

The boss said, "In the U.S. you don't show a pay stub to anyone. A pay stub is personal. And if you have a problem, you go to your boss. Don't fight. You can lose your job."

Josef and Mario were lucky this time. They didn't get fired. Today everyone learned something about working in the U.S.

B. Number the sentences from 1 to 6 to show the correct order.

_____ Josef and Mario go home.

_____ Mario gets mad.

_____ Josef finds Mario's pay stub.

_____ Josef and Mario have a fight.

_____ The boss talks to everyone.

_____ Josef shows Mario's pay stub to the other guys.

C. Answer the following questions. Discuss your answers with the class.

1. The boss sends Mario and Josef home. Is this fair? What do you think?
2. Mario and Josef lose three days' pay. Is this fair? What do you think?
3. Do people talk about their pay where you work?
4. Do people sometimes fight at work? What does the boss do?

Cultural Exchange

Do people fight at work in your native country? What happens?

Application

1. Look at your pay stub. What are the deductions? Make a list. Bring your list to class.
2. What are your benefits? Do you have these benefits?
    - Health insurance? yes no
    - Paid vacation? yes no

      How much time? ________________
    - Paid holidays? yes no

      Which ones? ____

      ____
    - Sick days? yes no

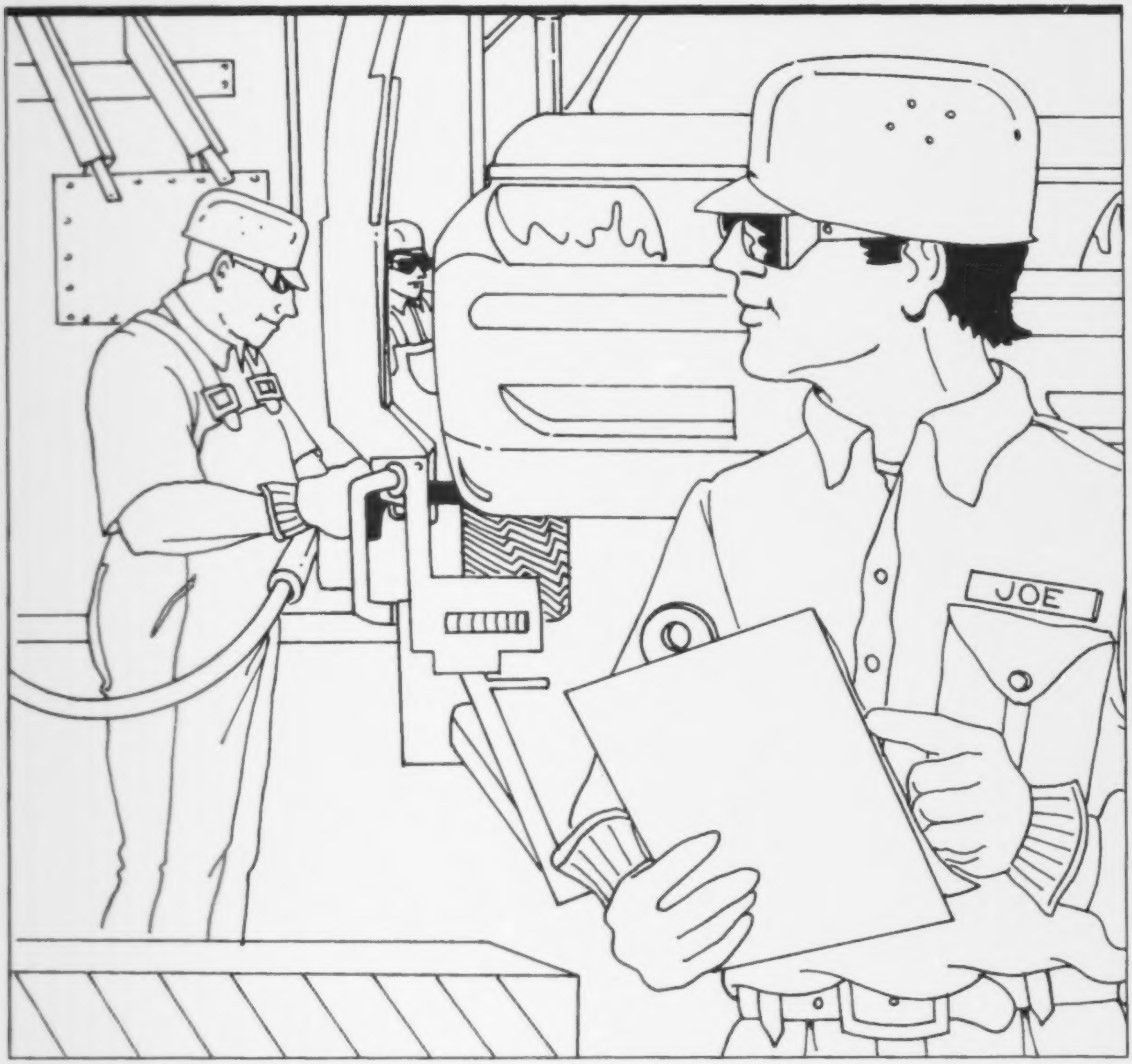
      How many days? ________________
    - Personal days? yes no

      How many? ________________
3. Who do you talk to at work when you have a problem with your pay?

   ____

UNIT 3

Joe's Story



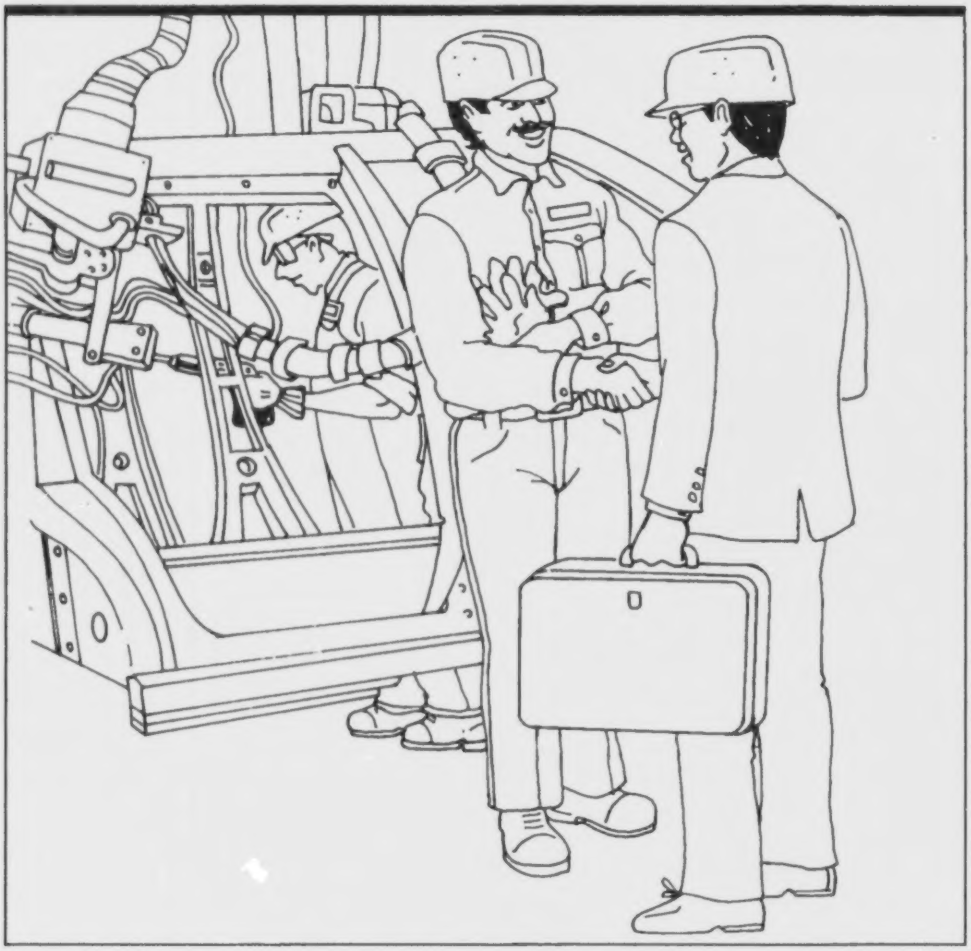
Job Safety

Lesson 9 Change Is Hard
Lesson 10 Safety on the Job
Lesson 11 Accidents Can Happen
Lesson 12 Reporting a Problem

LESSON 9

Change Is Hard

Joe's Story



Are there changes where you work?
Are there new people? Are there new products? Are there new machines? Are there any other changes?

Words for Work

caution
factory
fire alarm
fire extinguisher
flammable
hazardous
machine
poison
product
safety
team
team member
teamwork
warning

More Words

change
comfortable
get used to
label

My name is José Garcia. People call me Joe. I am Maria's husband. I came to the U.S. three years ago. I got a job at a factory near my apartment. Many people from my country worked there. I was comfortable at this job. Now many things at the factory are changing.

There are a lot of new employees. They need to learn many things. New employees have to understand their work schedules, time cards, pay, and benefits. They need to know about safety. They have to find the fire extinguishers and fire alarms. They have to read signs like EMERGENCY EXIT, DANGER, and CAUTION. Most of these new workers know only a little English. They need a lot of help.

There are also new teams at the factory. Team members have to talk about work orders, materials, and products. We have to talk about problems. We have to help each other. We have to learn other jobs. We sometimes have to teach our jobs to co-workers. Teamwork is hard. It's even harder with all the new people. They come from different countries. They speak different languages. It isn't always easy for everyone to work together.

There are a lot of new products at the factory, too. Some of them are dangerous. Everyone needs to read the labels on these products. The labels have safety warnings on them. Words like *flammable*, *hazardous*, and *poison* are on the labels. There are many other important words we need to know.

There are also new machines at the factory. We have to learn about these new machines. There is a lot to understand.

Many things are changing at the factory. There are new people, new teams, new products, and new machines. It takes time to get used to all these new things. Change is hard!

Comprehension

A. Circle the letter of the correct answer(s). There may be one or two answers for each sentence.

1. Joe came to the U.S. _____ .
   - **a.** last week
   - **b.** last year
   - **c.** three years ago

2. Joe works _____ .
   - **a.** near his apartment
   - **b.** at a factory
   - **c.** at a hotel

3. New employees need to _____ .
   - **a.** work overtime
   - **b.** read signs
   - **c.** find the fire extinguishers

4. Employees work in teams. They have to _____ .
   - **a.** talk about problems
   - **b.** work alone
   - **c.** help each other

5. The labels on products have _____ on them.
   - **a.** safety warnings
   - **b.** work schedules
   - **c.** important words

B. Answer the following questions.

1. What are the changes at the factory? There are new ________________, new ________________, new ________________, and new ________________ .

2. Joe says, "Change is hard." What does he mean? Is change hard for you?

____

Vocabulary

A. Complete each sentence with one of these words or phrases.

comfortable
fire alarm
labels
machines
poison
team member

1. Many workers in a factory use ________________ to do their jobs.

2. You work with a group of people. You are a ________________ .

3. The ________________ on many products have safety warnings on them.

4. If there is a fire at work, you pull the ________________ .

5. Drinking bleach can make you very sick. Bleach is a ________________ .

6. You like your job, your boss, and your co-workers. You feel

________________ at work.

B. Match each word or phrase with the correct meaning.

_____ **1.** hazardous
_____ **2.** team
_____ **3.** flammable
_____ **4.** products
_____ **5.** caution
_____ **6.** factory
_____ **7.** change
_____ **8.** fire extinguisher

a. things you make
b. something you use to put out a fire
c. a building where things are made
d. dangerous
e. something new; not the same
f. a group of people working together
g. warning; be careful
h. burns easily

Language Skills

Adverbs

never	rarely	seldom	sometimes	often	usually	always
0%						100%

Complete each sentence with an adverb from the box above.
Write about yourself.

Example: I often eat lunch with my co-workers.

1. I ____________________ take a bus to work.
2. I ____________________ start work at 7:30 A.M.
3. I ____________________ come late to work.
4. I ____________________ work hard.
5. I ____________________ read labels.
6. I ____________________ understand my boss.
7. I ____________________ have a headache.
8. I ____________________ help my co-workers.
9. I ____________________ use a fire extinguisher.
10. I ____________________ work overtime.
11. I ____________________ get a break in the morning.
12. I ____________________ work in a team.

Reading Practice

Read the following story about Olga and her co-worker Lidia. Then answer the questions.

My name is Olga. I work in a nursing home. There is a new employee in my department. Her name is Lidia. Lidia comes from Russia, and she only speaks a little English.

Lidia is a nice person. She works hard and tries to do a good job. But sometimes Lidia makes mistakes. She doesn't always understand directions. She can't read all the signs and labels. Lidia doesn't like to ask our boss for help. She is afraid he will get mad.

Most of the time I can help Lidia. But sometimes I get very busy. Then I have to say, "Lidia, I can't help you now. You need to ask the boss. Don't be nervous. It's easy. You just say, 'I don't understand. Can you please help me?'"

Next week I will be on vacation, and Lidia will have to work alone. I hope she isn't afraid to ask for help. The boss is a nice guy. He doesn't get mad when people ask for help. But he does get mad when people make mistakes.

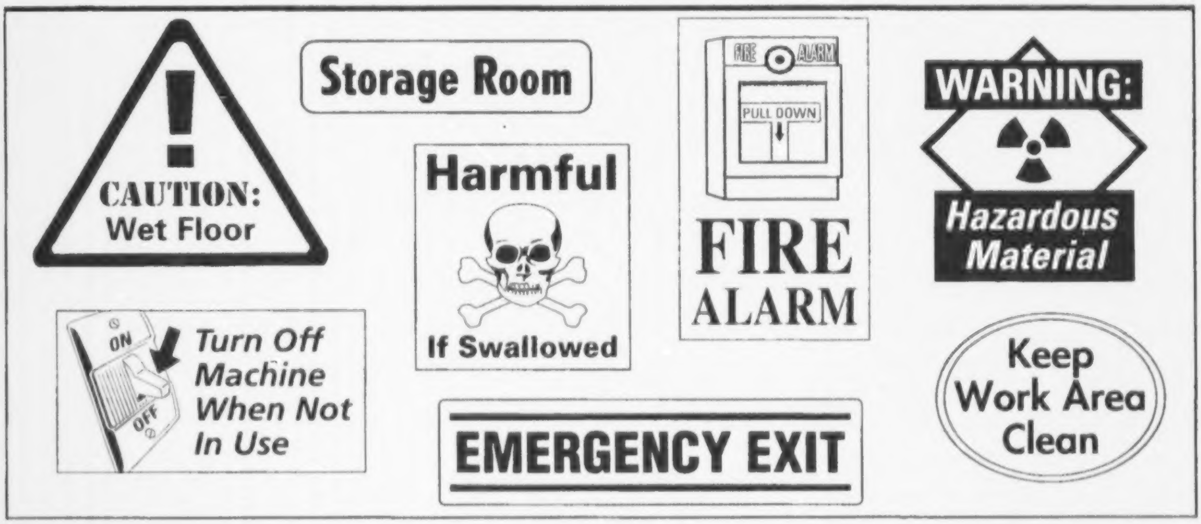
1. Where do Olga and Lidia work?
2. Why does Lidia make mistakes?
3. Does Lidia ask her boss for help? Why or why not?
4. What should Lidia say to her boss?

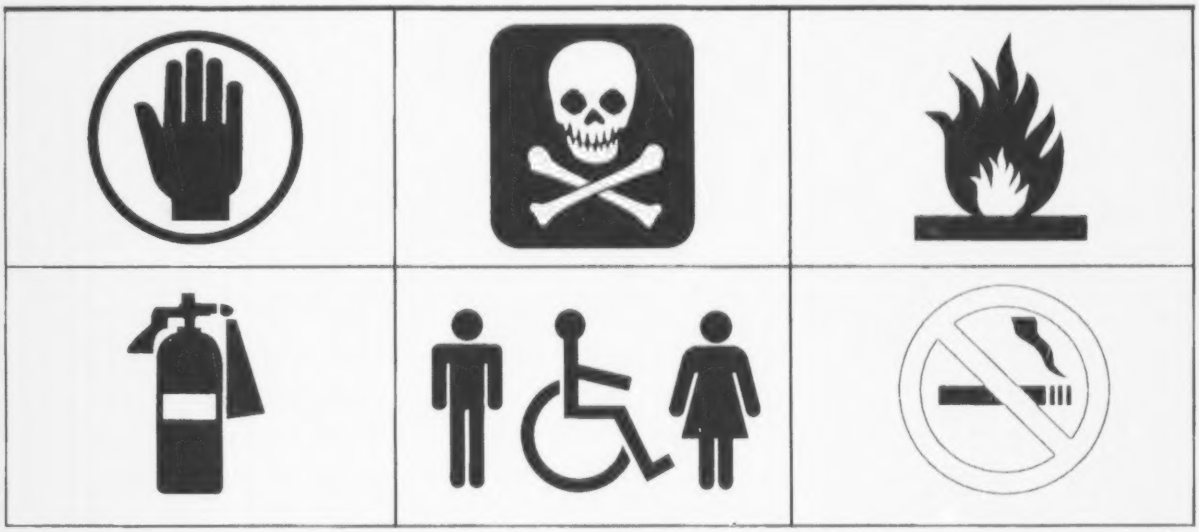
Discussion

1. Do you sometimes need help at work? Why?
2. Who do you ask for help? Your boss? A co-worker? A friend? Why? What do you say?

Application

There are many signs and labels at the factory where Joe Garcia works. These are some of the signs and labels. Some of the signs and labels are pictures.



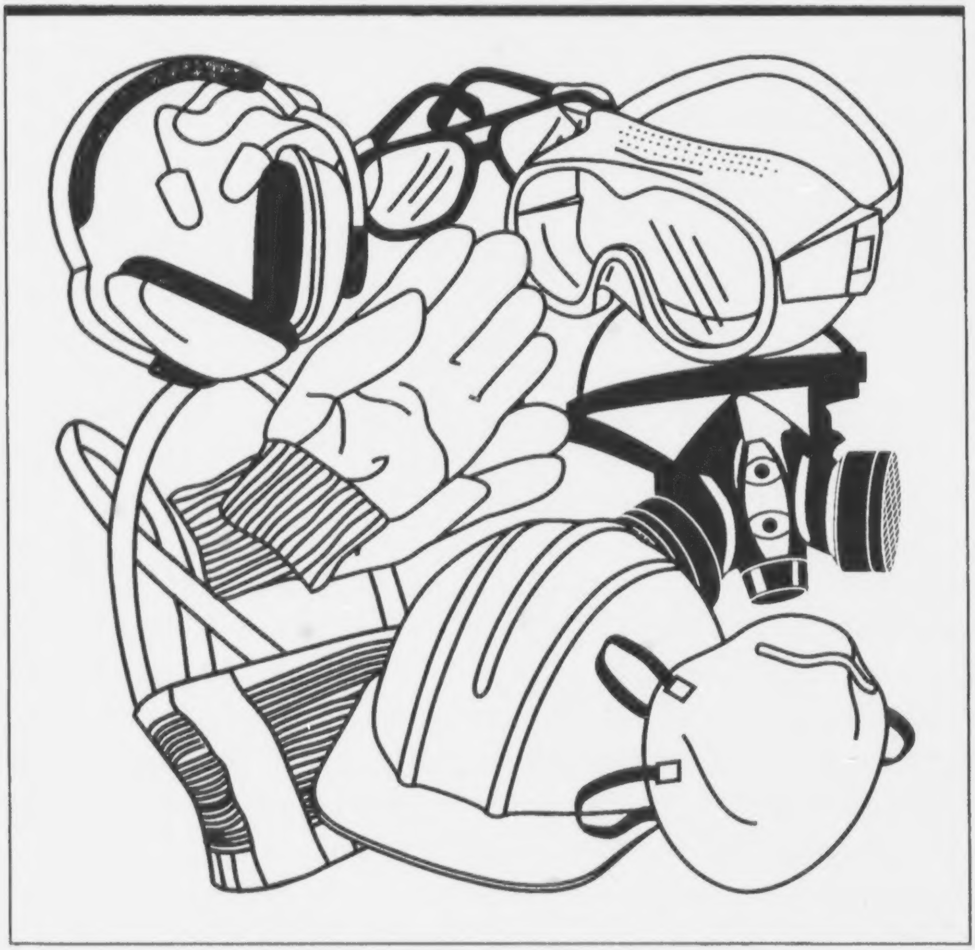


1. Do you understand all these signs and labels?
2. Do you have the same signs and labels where you work?
3. Do you have other signs and labels where you work?
4. Make a list of all the signs and labels you have at work. Share your list with your class. Are there warning labels on the products you use at home? Bring them in or copy them. Share them with your class.

LESSON 10

Safety on the Job

Joe's Story



Do you wear safety gear at work?
What do you wear?
Why is safety gear important?

Words for Work

- assembly
- back-support belt
- earmuffs/earplugs
- fumes
- harmful
- mask
- respirator
- safety gear
- safety glasses
- safety rules
- training

More Words

- building
- noisy
- parts
- required
- wear

One of the new people at the factory is a guy from Guatemala. His name is Carlos. Carlos and his wife, Rosa, live in my neighborhood. Rosa works in the restaurant down the street. I got Carlos a job at the factory. He works with me in the assembly department. We make parts for cars and trucks.

This week Carlos is in training. Yesterday was his first day. I'm a team leader now. I had to tell Carlos about his job and about safety at the factory. First I told him about the safety rules. Every department has rules. The rules for the assembly department are on the wall near the supervisor's desk. Carlos has to know these rules. Some rules are about wearing safety gear. Other rules are about using machines and equipment. Everyone in the department has to follow the safety rules.

At 9:00 Carlos and I walked around the building. I showed Carlos the emergency exits, fire alarms, and fire extinguishers. It is important to know where they are. I also showed him the cafeteria and the bathrooms. Then we went to every department. I showed Carlos all of the safety gear. Safety gear is required at the factory. In the assembly department we wear gloves and safety glasses. In the shop the employees wear earmuffs. They use big machines there. These big machines are very noisy. They also use a lot of heavy equipment. Some employees wear a back-support belt. In the sanding area the workers wear masks. There is a lot of dust. Workers in the painting room wear respirators. The fumes from the paint can be harmful. People can get sick. It is important for everyone to wear their safety gear.

At 10:00 Carlos and I took a coffee break. After the coffee break we got our safety glasses and gloves. I showed Carlos how to do his job. Then I said, "There's a lot to learn, Carlos. Do you have any questions?" Carlos said, "No. I think I understand everything, Joe. I'm ready to get to work."

Comprehension

A. Circle the letter of the correct answer(s). There may be one or two answers for each sentence.

1. Joe got Carlos a job in the _____ department.
   - **a.** housekeeping
   - **b.** maintenance
   - **c.** assembly

2. At the factory, they make parts for _____ .
   - **a.** cars
   - **b.** planes
   - **c.** trucks

3. Joe and Carlos wear _____ in the assembly department.
   - **a.** gloves and safety glasses
   - **b.** gloves and earmuffs
   - **c.** gloves and hair nets

4. Some machines are _____ .
   - **a.** friendly
   - **b.** noisy
   - **c.** nervous

5. Joe talked to Carlos about _____ .
   - **a.** benefits
   - **b.** safety
   - **c.** his job

B. Number the sentences from 1 to 6 to show the correct order.

_____ Joe and Carlos took a coffee break.

_____ Joe showed Carlos the safety gear and equipment.

_____ Carlos is ready to work.

_____ Joe got Carlos a job at the factory.

_____ Joe showed Carlos how to do his job.

_____ Joe told Carlos about the safety rules.

Vocabulary

A. Complete the reading with these words or phrases.

harmful
mask
respirator
safety gear
safety rules
training

Nina is a new worker at a furniture factory. She works in the painting and sanding department. She is learning about her job. Nina is in ________________ . She has to learn
1

________________ . She has to wear ________________ .
2 3

Sometimes Nina uses a sander. There is a lot of dust. She has to wear a

________________ . Sometimes Nina uses paint. Then she wears a
4

________________ . The fumes from the paint can be ________________ .
5 6

Nina needs to remember everything. She wants to be safe at work.

B. Find and circle these words. Some words go across. Some words go down.

b	s	a	f	e	t	y	p	t
e	a	c	r	u	l	e	s	r
l	s	d	e	f	p	a	g	a
t	s	u	y	u	a	r	e	i
w	e	a	r	m	r	m	a	n
o	m	i	k	e	t	u	r	i
r	b	t	n	s	s	f	o	n
p	l	m	a	s	k	f	h	g
a	y	g	l	a	s	s	e	s

assembly
belt
earmuffs
fumes
gear
glasses
mask
parts
rules
safety
training
wear

Language Skills

Past Tense

I	worked	we	worked
you	worked	you	worked
he she it	worked	they	worked

A. Complete each sentence with the correct verb form.

1. (need) Carlos ________________ to get a different job.

2. (help) Joe ________________ Carlos get a job at his company.

3. (talk) Joe ________________ to Carlos about safety rules.

4. (show) Joe ________________ Carlos the safety gear.

Past Tense Questions

Did	I	work?	Did	we	work?
Did	you	work?	Did	you	work?
Did	he she it	work?	Did	they	work?

B. Complete each question with the correct verb form. Then answer the questions. Use the short-answer form.

Example: Did you cook dinner last night? Yes, I did. or No, I didn't.

1. (work) ______ you ______ overtime yesterday? ______________ .

2. (show) ______ Joe ______ Carlos the fire extinguishers? ______________ .

3. (wear) ______ you ______ safety gear yesterday? ______________ .

4. (get) ______ Rosa ______ a job at the factory? ______________ .

Listening Practice

A. Listen to these words that end in *ed*. How many parts do you hear? Write the number.

Examples: waited 2 *talked* 1

1. lived ____
2. used ____
3. started ____
4. finished ____
5. cleaned ____
6. wanted ____
7. worked ____
8. needed ____
9. washed ____
10. loaded ____
11. punched ____
12. walked ____

B. Practice saying these words.

Reading Practice

A. Read the following poem about wearing safety gear.

How are you doing?
I'm doing just fine.
Where are you working?
On an assembly line.

What are you making?
Doors, big and small.
How is it going?
Not bad at all.

What are you wearing?
Gloves, glasses, and more.
I have to be careful
when making a door.

I wear safety gear eight hours a day.
I protect myself in every way.
I want to live, to work, to play,
to have fun in my life, and get all my pay.

B. Read the following story.

Marta works in a warehouse. There are rules for wearing safety gear. Marta works in a hard-hat area. She has to wear a hard hat. Today Marta came to work late. After she punched in, she started to work. She didn't put on her hard hat. Her co-worker Hakim saw her. He said to Marta, "Where's your hard hat?" Marta answered, "Why don't you mind your own business?"

Hakim told the boss that Marta wasn't wearing a hard hat. The boss was mad. He said to Marta, "You have to wear your safety gear all the time. You can lose your job if you don't."

Marta was mad at Hakim. She said to him, "You got me in trouble. Next time, mind your own business." Hakim said, "I just didn't want you to get hurt, Marta."

C. Discuss the following questions. Give reasons for your answers.

1. Is it important for Marta to wear her safety gear?
2. Was it OK for Hakim to tell Marta to put on her hard hat?
3. How did Marta answer Hakim? Was this a good answer? What is a better way for Marta to answer Hakim?
4. Was it OK for Hakim to talk to the boss about Marta?

More Practice: Listening

Sometimes a co-worker tells you what to do. What do you say? Listen to the dialogues. Circle the letter of the correct answer.

1. a. Thanks. I forgot. **b.** I don't need them.

2. a. You're not my boss. You can't tell me what to do. **b.** I know. I have to get a new pair.

3. a. I'll go get it. **b.** I'll put it on later.

4. a. Oh, thanks. I forgot it. **b.** It's OK. The boss isn't here today.

More Practice: Reading

Read the following safety rules.

SAFETY RULES

- ✔ Know where emergency exits are.
- ✔ Know where fire extinguishers are.
- ✔ Keep your work area neat and clean.
- ✔ Keep paint containers covered.
- ✔ Clean up all spills immediately.
- ✔ Store equipment safely.
- ✔ Bend your knees when lifting something heavy. Get help if you need it.
- ✔ Wash hands with soap and water before returning to work.
- ✔ Report any safety problems to your team leader or supervisor.

Discussion

1. Where are the emergency exits where you work?
2. Where are the fire extinguishers where you work?
3. Where do you store equipment and supplies at work?
4. Do you keep your work area clean?
5. What do you do if you spill something at work?
6. Do you know how to lift something heavy? Show your class.
7. What are the safety rules where you work?
8. Do all the workers follow the safety rules? Explain.

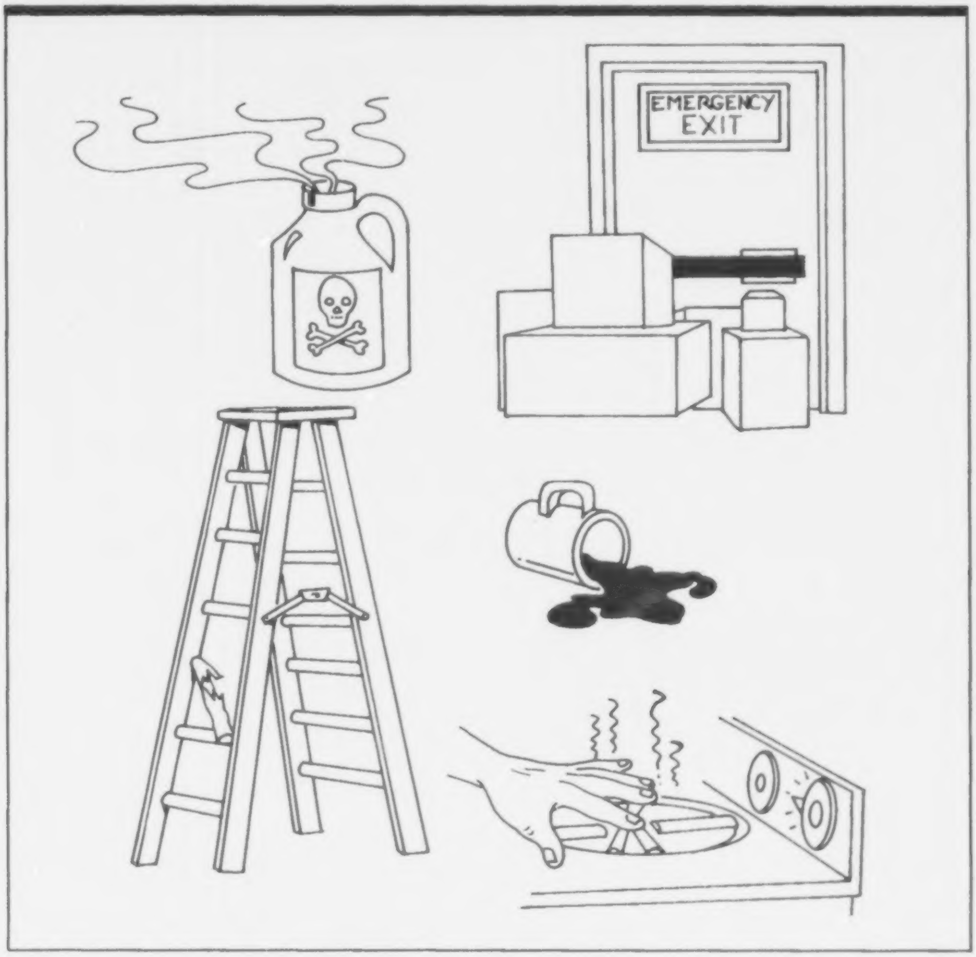
Application

1. Ask your supervisor for the safety rules where you work, or copy the rules on a piece of paper. Share them with your class.
2. Think about how to make your workplace safer. What can your employer do? What can you do? Write your suggestion.
3. Do you have a suggestion box at work? Put your suggestion on a piece of paper.

LESSON 11

Accidents Can Happen

Joe's Story



What safety problems do you see in the pictures?
Are there safety problems where you work?
Do you have accidents where you work? Explain.

Words for Work

accident
apron
boots
chemical

first-aid kit
goggles
protect/protective
Workers' Compensation

More Words

burn
careful/careless
injury
prevent

procedure
serious
spill
treat

Most of the time everyone tries to prevent accidents at work. But sometimes accidents happen. Some workers use heavy equipment and big machines. Others use dangerous chemicals. Everyone has to be careful.

We had an accident in the machine shop this morning. George was cleaning a machine. He wasn't wearing gloves. Gloves protect the hands. George spilled a chemical on his right hand. A chemical burn can be very dangerous. It needs to be washed with water immediately. At the factory there is a procedure for treating chemical burns. This morning everyone knew what to do. One person got some water. Another person got the first-aid kit. Then another worker called the supervisor. The supervisor in this department is Boris. He brought George to the emergency room. The doctor treated the burn. Then George went home. He can't work for two weeks.

Everyone feels bad about the accident. Boris was very upset because George wasn't wearing gloves. Everyone in his department has to wear gloves, boots, goggles, and an apron. They know that protective gear can prevent serious injuries. This morning George was careless.

Last week there was an accident in the assembly department. Kamel injured his eye. His goggles broke, and he didn't get new ones. Kamel got a small piece of metal in his eye. A doctor took out the piece of metal. Kamel was lucky. His eye is going to be OK. Kamel can come back to work soon. But sometimes workers get hurt and are out for a long time. They collect Workers' Compensation. It helps with medical bills and lost pay.

After an accident, everyone is careful for a while. But sometimes we are very busy. We get careless. Accidents happen. Everyone needs to be careful all the time.

Comprehension

A. Answer the following questions.

George's Accident

1. When was the accident? ______________________________

2. Where was the accident? ______________________________

3. Why did the accident happen? ______________________________

____

Kamel's Accident

1. When was the accident? ______________________________

2. Where was the accident? ______________________________

3. Why did the accident happen? ______________________________

____

B. Number the sentences from 1 to 6 to show the correct order.

_____ George went to the emergency room.

_____ George spilled a chemical on his hand.

_____ A worker got some water.

_____ The doctor treated the burn.

_____ George was cleaning a machine.

_____ A worker called the supervisor.

Vocabulary

A. Complete each sentence with one of these words.

burn
goggles
prevent
procedure
Workers' Compensation

1. You can get a ________________ from fire and from chemicals.

2. ________________ prevent eye injuries.

3. You can ________________ accidents by wearing safety gear.

4. There is an accident at work. Is there a ________________ to follow?

5. You can get ________________ when you are injured and out of work for a long time.

B. Write the correct vocabulary word or phrase on the lines. Put one letter on each line. Write the circled letters on the lines at the bottom. What word does this spell?

1. Something to protect your hands. g _ _ _ _ ○
2. Something to protect the front of your body. ○ _ _ _ _
3. Something to hold emergency medical supplies. ○ _ _ _ _   _ _ _   _ _ _
4. Something to protect your eyes. _ _ _ _ _ ○ _
5. Something to protect your feet. _ _ _ ○ _
6. A hurt from an accident. _ _ _ _ _ ○

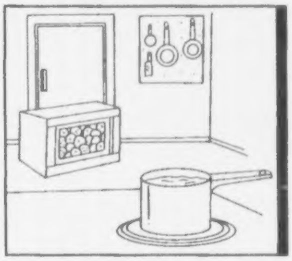
_ _ _ _ _ _

Language Skills

Complete the reading with the past form of the following irregular verbs.

Past Tense of Irregular Verbs

Present / Past	Present / Past	Present / Past
break / broke	go / went	put / put
do / did	is / was / were	say / said
give /gave	make / made	take / took



Pensri worked in a Thai restaurant. She _________________ (1. do) a good job. One day there _________________ (2. is) an accident. Someone _________________ (3. put) a box in front of the door. Pensri didn't see it. She fell. Pensri _________________ (4. break) her arm. Her boss _________________ (5. take) her to the hospital. The doctor _________________ (6. give) her medicine for pain.

Two months later Pensri _________________ (7. go) back to work. Her co-workers _________________ (8. is) happy to see her. They _________________ (9. make) a big cake for her. They _________________ (10. say), "Welcome back, Pensri. We missed you!"

Oral Practice: Pronunciation

Practice the two sounds of the letter *g*. Say the following words.

gear	again	badge	danger
glasses	begin	large	emergency
gloves	earplugs	wage	manager
goggles	single	sponge	message

Do you know other words with *g*?

Reading Practice

Read the following story. Then answer the questions.

Angelo Cabral works in the welding department at Goodwin Products.

On August 16 he had an accident. At 2:30 in the afternoon Angelo was in his work area. He was pushing a heavy cart. A metal pipe fell off the cart and onto his foot. He broke his foot. Angelo reported the accident to his supervisor, Guy Le Blanc.

1. Who had an accident? ____________________
2. Where was the accident? ____________________
3. When did the accident take place? ____________________

Writing Practice

Complete the following form. Use the information from the story above.

ACCIDENT REPORT
(Report of Injury)

Please print.

1. Employee Name ____________________
(Last) (First) (Middle Initial)

2. Department ____________ **3.** Supervisor ____________

4. Date of Accident ____________ **5.** Time of Accident ____________

6. Location of Accident ____________________

7. How Accident Happened ____________________

____

____

8. Type of Injury (e.g., burn, cut, fracture) ____________________

____

9. Name of Person to Whom Injury Was Reported ____________________

Discussion

1. Are there accidents at your workplace? Explain.
2. Do you have a first-aid kit at work? Where is it?
3. Do you have a safety procedure for accidents? What is it?
4. How do you report an accident? Do you tell someone? Do you fill out a form?

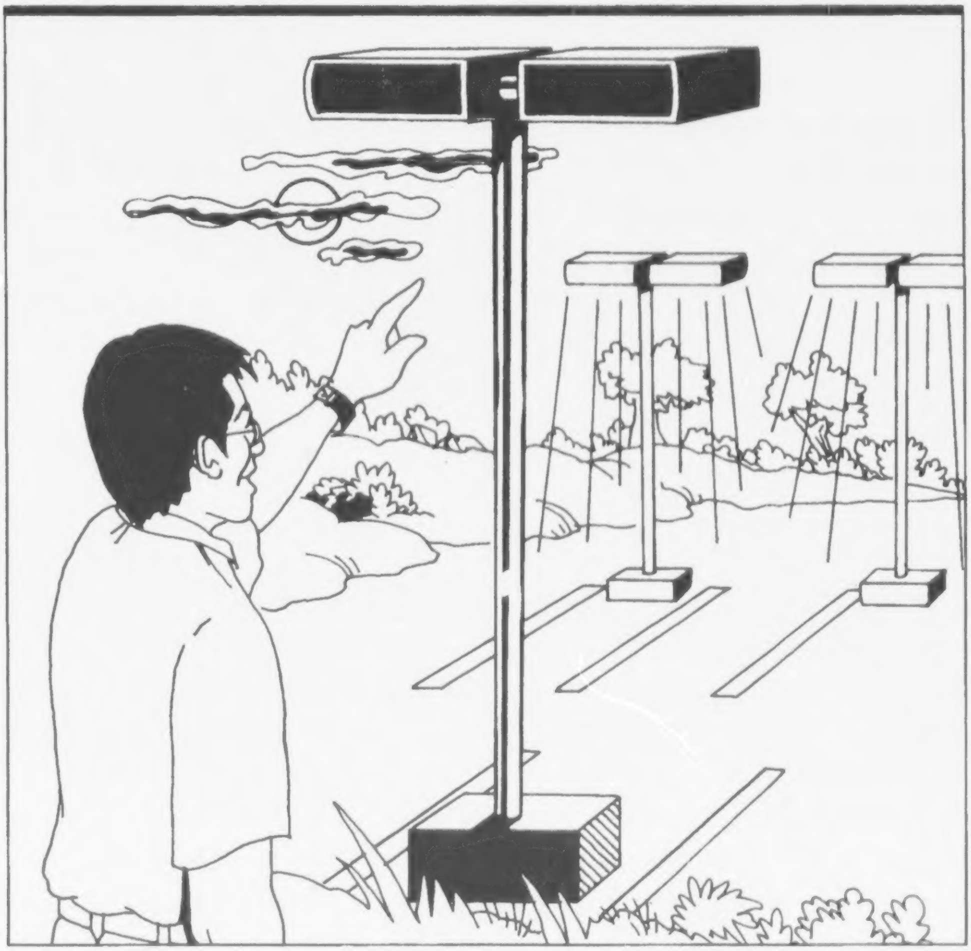
Application

1. What is in your first-aid kit at work? Make a list of everything, and bring it to class.
2. Bring an accident form to class. Fill it out. Your teacher will give you the information to use.

LESSON 12

Reporting a Problem

Joe's Story



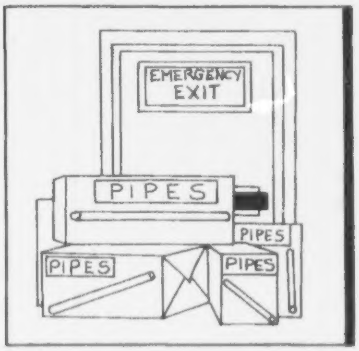
Do you report problems at work?
How do you report a problem? Do you tell your boss? Do you write a note? Do you fill out a form?

Words for Work

- breakdown
- operate/operator
- OSHA
- Quality Control
- report
- safety switch
- temperature
- tools

More Words

- mistake
- pass/fail
- pipe
- plug/unplug
- repair
- responsible
- toxic
- turn on/turn off



I'm a team leader. I like my job. I'm responsible for many different things. I check the equipment and machines. I look for problems. Sometimes I repair things. I carry screwdrivers, pliers, and other tools in my tool belt. But I can't fix everything. Then I have to call for help.

Sometimes there is a breakdown. This morning Pushpa, one of the machine operators, had a problem with her machine. The warning light came on. She didn't turn off the machine. She didn't tell anyone. This was a big mistake. The machine stopped. I unplugged it and called for help. It took two hours to fix her machine.

Sometimes there are safety problems. Last week there were some boxes of pipes in front of the emergency exit. At the end of the shift, the boxes were still there. Nobody reported them. This was a safety hazard. The other day I found some nails on the floor. Nobody picked up the nails or reported the problem. Someone could fall and get hurt. There are other problems, too. Sometimes there is a broken safety switch on a machine. Sometimes the temperature is too high. All these things are dangerous. There could be an accident. We also could fail a safety inspection. OSHA checks safety and health at the factory. It's important to pass these inspections.

Sometimes there are problems with supplies and materials. We have to report these problems to a supervisor. Bad materials make bad products. There is a Quality Control (QC) department. QC inspects products before they leave the factory.

At the factory we want to prevent breakdowns and accidents. We want to pass safety inspections. We want to make good products. All of us need to help. Reporting a problem is everyone's responsibility.

Comprehension

A. Circle the letter of the correct answer(s). There may be one or two answers for each sentence.

1. Joe is a team leader. He _____ .
   a. looks for problems
   b. gives out work orders
   c. checks equipment and machines

2. Joe uses _____ to do his job.
   a. spoons
   b. mops
   c. tools

3. Pushpa's machine stopped. Joe _____ .
   a. found a screwdriver
   b. unplugged the machine
   c. called for help

4. _____ is a safety hazard.
   a. A tool belt
   b. A broken safety switch
   c. A box in front of the emergency exit

5. At the factory they want to _____ .
   a. make good products
   b. make mistakes
   c. prevent accidents and breakdowns

B. Answer the following questions.

1. What was Pushpa's big mistake? ______________________________

____

2. Sometimes there are safety problems at Joe's factory. What are they?

____

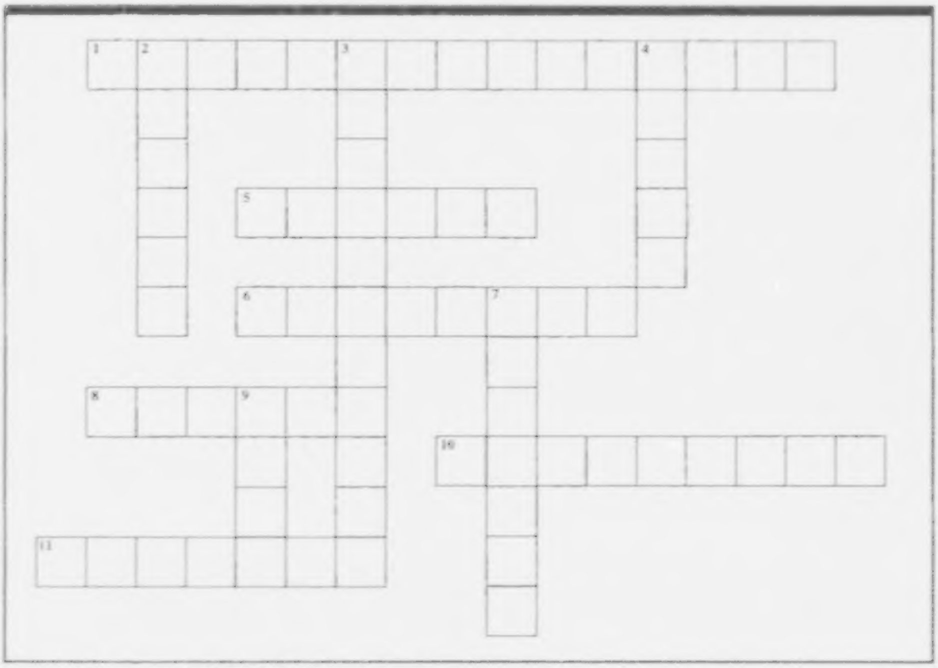
____

3. It's important to report bad materials and supplies. Why? ______________

____

Vocabulary

Fill in the crossword puzzle with the correct words.



breakdown
mistake
operate
OSHA
Quality Control
repair
report
temperature
tools
turn off
unplug

Across

1. ________________ checks products before they leave the factory.
5. To ________________ something is to fix something.
6. To stop the oven, you ________________ the oven.
8. You tell your boss about a problem. You ________________ the problem.
10. A machine stops working. This is a ________________ .
11. When you do something wrong you make a ________________ .

Down

2. Take the plug out of the wall. ________________ it.
3. The ________________ of a machine should not be too high.
4. You use ________________ to fix things.
7. I am a machine operator. I ________________ a machine.
9. ________________ inspects safety at the factory.

Language Skills

Complete the reading with the past form of the following irregular verbs.

Past Tense of Irregular Verbs

Present / Past	Present / Past	Present / Past
bring/brought	have/had	see/saw
find/found	leave/left	shut/shut
get/got	lose/lost	tell/told

My name is Stella Lobo. I'm a floor supervisor at the Fairlane Nursing Home. I work the second shift. Last night I ______________ (1. have) a lot of problems. First I ______________ (2. see) three people smoking in the building. Then I ______________ (3. lose) the keys to the storage room. I couldn't get the supplies. After that one of the workers ______________ (4. bring) the wrong meals to the patients.

I had to fix all the problems. I ______________ (5. tell) the workers to stop smoking. I ______________ (6. find) keys to the storage room. I ______________ (7. get) the meals.

By 6:00 I had a headache. I ______________ (8. leave) the floor and went to the kitchen. I ______________ (9. shut) the door and ______________ (10. get) a cup of coffee. It was good to take a break. After that I was ready for more problems.

Oral Practice: Dialogue

Practice reporting a problem. Use your supervisor's name for the first blank below. Use your name for the second blank. Practice with a partner. Then write your own dialogues.

EMPLOYEE: *(your supervisor's name)*, this is *(your name)*. There's smoke in the storage room.

SUPERVISOR: Call 911. I'll be right there.

EMPLOYEE: *(your supervisor's name)*, this is *(your name)*. We have a problem. The new material didn't come in. We can't finish the job.

SUPERVISOR: OK. I'll be right there.

EMPLOYEE: ____

____.

SUPERVISOR: ____.

Listening Practice

Listen to the problems. Circle the letter of the best answer.

1. **a.** Nothing. **b.** Tell her supervisor. **c.** Call 911.
2. **a.** Call the fire department. **b.** Tell his friend. **c.** Go back to work.
3. **a.** Use any material. **b.** Find her supervisor and ask. **c.** Ask her friend.
4. **a.** Nothing. **b.** Clean it up. **c.** Call housekeeping.
5. **a.** Tell his boss. **b.** Tell his co-worker. **c.** Start working.

Reading Practice

Read the following story. Then answer the questions.

Edna and Flor are friends. They work together cleaning houses. Last week Edna was cleaning a bathroom. She mixed ammonia and bleach together. The fumes were toxic. They made her sick.

Edna had trouble breathing. Flor was scared. What could she do? She called 911. Her English wasn't very good. Flor was very nervous, but she did it! She talked to the dispatcher and gave him the necessary information.

The ambulance came immediately and took Edna to County Hospital. Edna was very lucky because Flor was able to call for help. Flor saved her friend's life!

1. Who are Edna and Flor? ______________________________
2. What happened to Edna? ______________________________
3. When did it happen? ______________________________
4. How did Flor save Edna's life? ______________________________

Application

1. There are many kinds of emergencies. Make a list with your class.
2. Practice reporting an emergency. Complete the form and read it to the class. Speak clearly so everyone can understand you.

My name is ______________________________ .

I live at ______________________________ .

I need help. (Explain the emergency.) ______________________________

____

UNIT 4
Ramón's Story

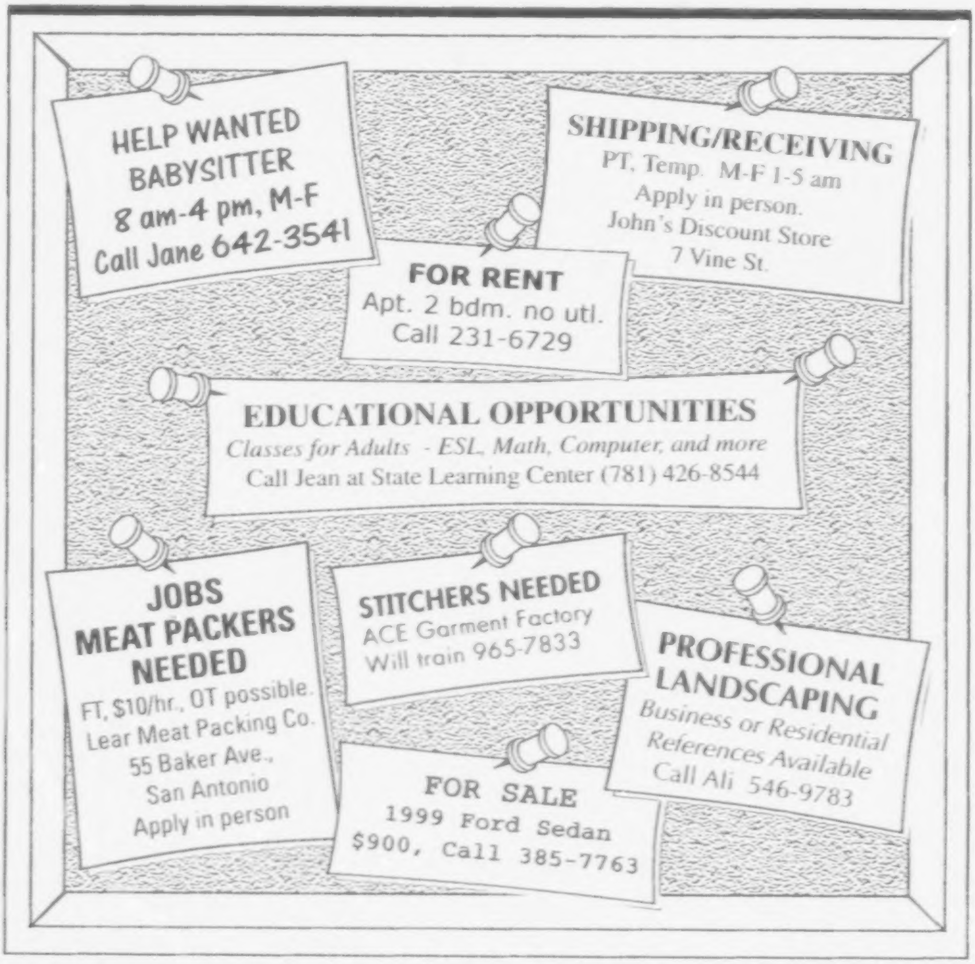
The U.S. Workplace

Lesson 13 Laid Off
Lesson 14 At the Store
Lesson 15 Getting Along with Sam
Lesson 16 Understanding the U.S.

LESSON 13

Laid Off

Ramón's Story



HELP WANTED
BABYSITTER
8 am-4 pm, M-F
Call Jane 642-3541

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PT, Temp. M-F 1-5 am
Apply in person.
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FOR RENT
Apt. 2 bdm. no utl.
Call 231-6729

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Classes for Adults - ESL, Math, Computer, and more
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NEEDED
FT, $10/hr., OT possible.
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Will train 965-7833

PROFESSIONAL
LANDSCAPING
Business or Residential
References Available
Call Ali 546-9783

FOR SALE
1999 Ford Sedan
$900, Call 385-7763

How did you find your job?
Did you look on a bulletin board?

Words for Work

apply/application
available
help wanted ads
job opening

laid off/layoff
permanent
reference
salary

temporary
Unemployment Office
wage
work experience

More Words

bulletin board
depressed
slow down
worried

My name is Ramón Rivera. I am Joe Garcia's brother-in-law. My wife, Ana, and Joe's wife, Maria, are sisters. Ana and I came to the U.S. about three years ago. I got a job at a building supply company. It was a good job. I made good money.

About three months ago work slowed down. People at the company started talking about a layoff. Everyone was nervous.

Then in April I was laid off. I was out of work for almost three months. I had a hard time finding a job. I didn't know what to do. I talked to Joe. I talked to my friends and neighbors. I went to the stores in my neighborhood. I also went to the Unemployment Office. I looked at the bulletin boards. I looked at the help wanted ads in the newspaper, too. I looked for job openings. I tried to find permanent or temporary work. I filled out a lot of applications. I couldn't find a job.

The layoff was hard for me. We had a lot of bills to pay. Ana had to work overtime to make more money. Her regular salary wasn't enough. I was home all day, and I didn't have anything to do. I worried all the time about getting another job. I was depressed. It was difficult for everyone in the family.

One day I saw a help wanted sign in a store window. I went inside the store to apply for the job. First I filled out an application. I wrote down information about my education and work experience. I gave the names of two references. Then I talked to the manager, Ms. Lee. She asked me some questions. She asked about my last job. I told her about the layoff. Next Ms. Lee took me around the store. She told me about the job. Then she said, "This is the only job available now. The wage is $10 an hour plus overtime. Do you want the job?" I said, "Yes, I do! When can I start?" Ms. Lee said, "I'll call you in a few days. First I have to check your references."

Now I have to wait for Ms. Lee to call. I hope I don't have to wait too long. I really need this job.

Comprehension

A. Circle the letter of the correct answer(s). There may be one or two answers for each sentence.

1. There was a layoff at the company because _____ .
   - **a.** work slowed down
   - **b.** work was good
   - **c.** the assembly department closed

2. When he was out of work, Ramón _____ .
   - **a.** went to school
   - **b.** looked for a new job
   - **c.** was depressed

3. The layoff was _____ .
   - **a.** difficult for everyone in the family
   - **b.** good for Ana
   - **c.** easy

4. Ramón wrote about his _____ on the job application.
   - **a.** work experience
   - **b.** family
   - **c.** education

5. Ms. Lee asked Ramón _____ .
   - **a.** about his friends and neighbors
   - **b.** about his last job
   - **c.** about unemployment

B. Ramón tried to find a new job. What did he do? Complete the sentences.

1. He talked to ____.
2. He went to the ______________________________________.
3. He looked at the _____________________________________.
4. He filled out ____.

Vocabulary

A. Complete each sentence with one of these words or phrases.

application	temporary	wages
job opening	Unemployment Office	work experience

1. The restaurant needs a worker. There is a ________________ at the restaurant.

2. You fill out an ________________ for a job.

3. A job for a short time is a ________________ job.

4. All your jobs make up your ________________ .

5. The money you earn is your salary or your ________________ .

6. You can go to the ________________ when you don't have a job.

B. Find and circle these words. Some words go across. Some words go down.

w	a	v	a	i	l	a	b	l	e	a
e	p	e	r	m	a	n	e	n	t	c
h	p	o	s	r	t	l	x	p	e	r
n	l	a	y	o	f	f	p	i	m	f
r	i	w	o	r	r	i	e	d	p	a
d	c	n	w	g	l	u	r	h	o	p
s	a	l	a	r	y	p	i	g	r	e
u	t	a	g	o	m	g	e	s	a	n
f	i	k	e	t	c	o	n	l	r	b
j	o	m	s	a	f	s	c	t	y	s
a	n	r	e	f	e	r	e	n	c	e

application
available
experience
layoff
permanent
reference
salary
temporary
wages
worried

Language Skills

The prepositions *at*, *on*, and *in* are used with places.

at	number and street	*Example:* Sonia lives **at** 65 Broad Street
on	street, avenue, road, etc.	*Example:* Sonia lives **on** Broad Street
in	city, state, country	*Example:* Sonia lives **in** Austin, Texas, **in** the U.S.

Complete the sentences with *at*, *on*, or *in*.

1. Dung lives ______ 78 Western Avenue.

2. The hospital is ______ First Street.

3. Galina lived ______ Japan for two years.

4. The new supermarket is ______ Route 34.

5. My mother and father live ______ a very busy street.

6. I work ______ 65 York Avenue ______ Miami.

7. Is your sister ______ New Mexico now?

8. The nursing home is ______ Clairmont Street ______ Long Beach, California.

Oral Practice: Pronunciation

Practice the sounds of the letters *l* and *r* in the following words.

label
late
layoff
leak
left
like
lobby
lunch

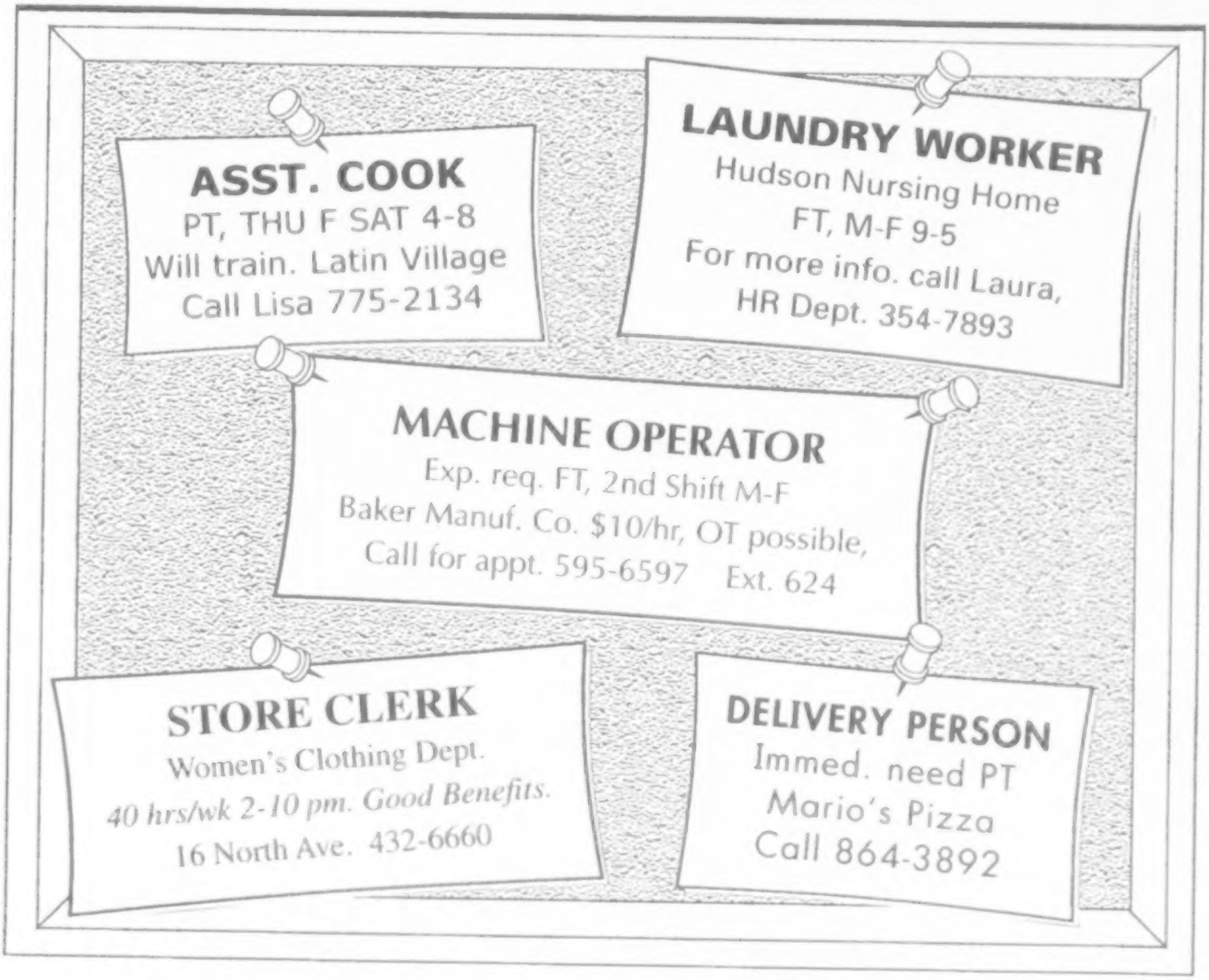
rag
recipe
repair
report
required
ride
room
rules

lamp/ramp
lap/wrap
late/rate
lead/read
light/right
list/wrist
load/road
long/wrong

Do you know other words with the letters *l* and *r*?

Reading Practice

Read the following help wanted ads. Then answer the questions.



ASST. COOK
PT, THU F SAT 4-8
Will train. Latin Village
Call Lisa 775-2134

LAUNDRY WORKER
Hudson Nursing Home
FT, M-F 9-5
For more info. call Laura,
HR Dept. 354-7893

MACHINE OPERATOR
Exp. req. FT, 2nd Shift M-F
Baker Manuf. Co. $10/hr, OT possible,
Call for appt. 595-6597 Ext. 624

STORE CLERK
Women's Clothing Dept.
40 hrs/wk 2-10 pm. Good Benefits.
16 North Ave. 432-6660

DELIVERY PERSON
Immed. need PT
Mario's Pizza
Call 864-3892

1. Which jobs are part-time?
2. Which jobs are full-time?
3. Which job requires experience?
4. Lena is looking for a full-time job with good benefits. What number should she call?
5. Julia wants the job as a laundry worker. Who should she call?
6. Roberto likes to cook. Where should he apply for a job?
7. Louis wants to work full-time Monday to Friday. Which jobs may be good for him?

Writing Practice

Fill out the form below with your personal information.

APPLICATION FOR EMPLOYMENT

PERSONAL INFORMATION

Name ________________________________
First Last Middle Initial

Address ________________________________
Street Apt. No. City State Zip Code

Telephone ____________ Social Security No. ____________

Job Applied for ____________ When can you start? ____________

Days and Hours Available ________________________________

WORK RECORD

Job ____________	Job ____________
Company ____________	Company ____________
Address ____________	Address ____________
Telephone ____________	Telephone ____________
Years ____________	Years ____________

REFERENCES

Name ____________	Name ____________
Address ____________	Address ____________
Telephone ____________	Telephone ____________
Relationship ____________	Relationship ____________

Signature ________________________ Date ____________

More Practice: Vocabulary

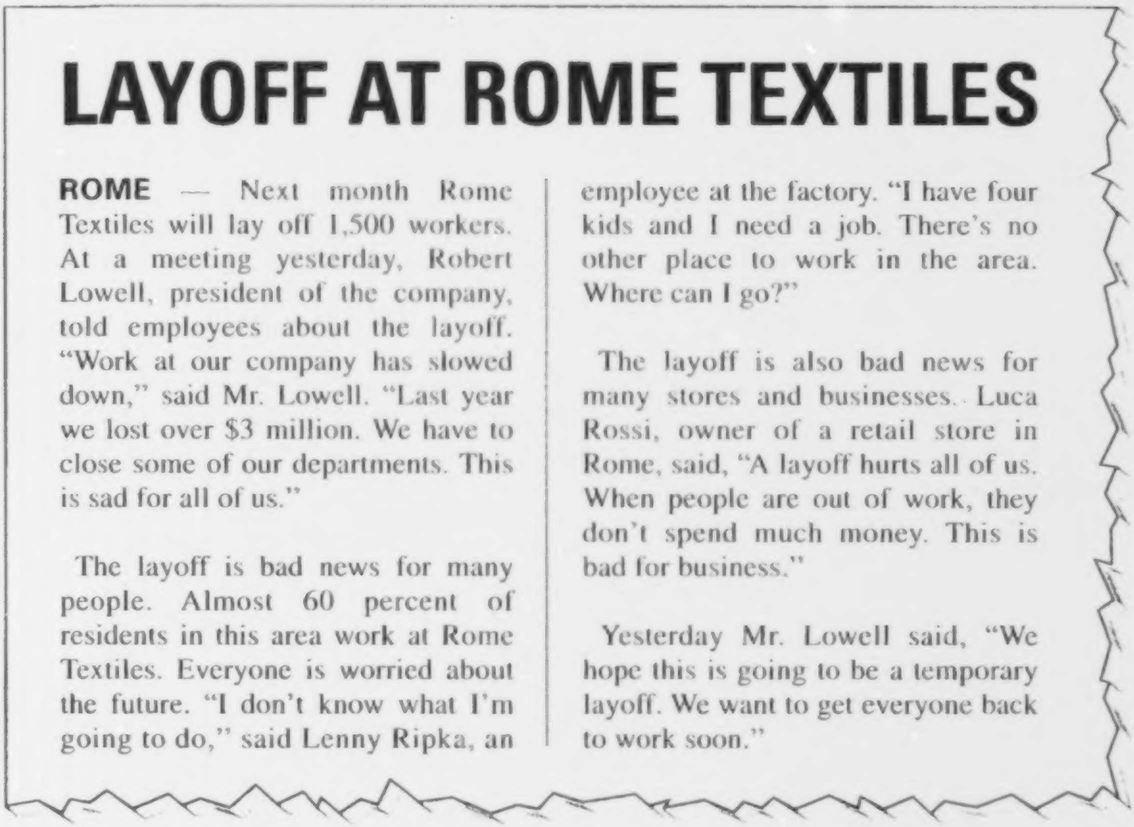
Many abbreviations are used in help wanted ads. Match the abbreviations with the correct word.

1. _____ asst.
2. _____ PT
3. _____ dept.
4. _____ A.M.
5. _____ info.
6. _____ M-F
7. _____ wk.
8. _____ appt.
9. _____ FT
10. _____ co.
11. _____ P.M.
12. _____ hr.
13. _____ pd.
14. _____ temp
15. _____ req'd.
16. _____ OT

a. temporary
b. paid
c. overtime
d. appointment
e. hour
f. afternoon or evening
g. morning
h. required
i. part-time
j. information
k. assistant
l. Monday through Friday
m. full-time
n. week
o. company
p. department

More Practice: Reading

Read the following newspaper article and answer the questions.



LAYOFF AT ROME TEXTILES

ROME — Next month Rome Textiles will lay off 1,500 workers. At a meeting yesterday, Robert Lowell, president of the company, told employees about the layoff. "Work at our company has slowed down," said Mr. Lowell. "Last year we lost over $3 million. We have to close some of our departments. This is sad for all of us."

The layoff is bad news for many people. Almost 60 percent of residents in this area work at Rome Textiles. Everyone is worried about the future. "I don't know what I'm going to do," said Lenny Ripka, an employee at the factory. "I have four kids and I need a job. There's no other place to work in the area. Where can I go?"

The layoff is also bad news for many stores and businesses. Luca Rossi, owner of a retail store in Rome, said, "A layoff hurts all of us. When people are out of work, they don't spend much money. This is bad for business."

Yesterday Mr. Lowell said, "We hope this is going to be a temporary layoff. We want to get everyone back to work soon."

1. Rome Textiles is going to lay off 1,500 workers. Why?
2. Lenny Ripka is an employee of Rome Textiles. The layoff is bad for him. Why?
3. Luca Rossi is a business owner. The layoff is bad for him. Why?

Discussion

1. Were you ever laid off? How did you feel? What did you do?
2. Do people at work talk about a layoff?

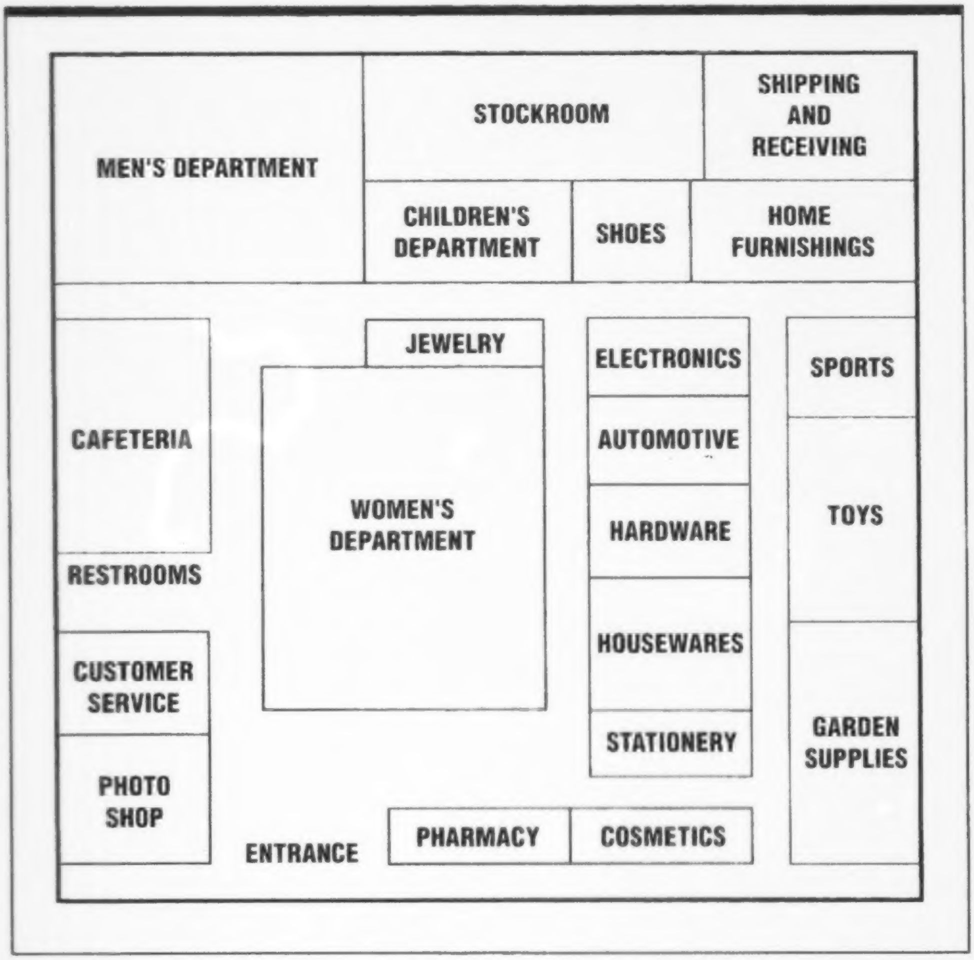
Application

1. Do you have a bulletin board at work? Where is it?
2. What is on your bulletin board? Tell your class.

LESSON 14

At the Store

Ramón's Story



Do you know all of these departments in a store?
Do you know the departments where you work?

Words for Work

damaged
deliveries
dolly
dues
item
load/unload
pack/unpack
price
Shipping and Receiving
stock/restock/stockroom
union

More Words

container
heavy
join
meeting

194

I got the job at the store. I started working three weeks ago. I work in the stockroom. I also work on the floor. There's a lot to do. I only sit down at break and at lunch. Some days I'm very tired, but I like to be busy. It's good to be working again.

The store sells clothes, tools, furniture, and other things. There are many departments. It's a big store. Deliveries come in every day. The deliveries go to Shipping and Receiving. Workers in Shipping and Receiving unload the trucks and bring the boxes to the stockroom. I unpack the boxes and check everything. I put damaged items in a big container. I use a dolly or cart to move heavy things. I don't want to hurt my back. Some days I restock the shelves. I also put prices on all the items. The store has a sale every week. The sale prices have to be correct.

There are a lot of new things to get used to at the store. There's even a union here. Last night I went to a meeting for new workers. One of the union members talked to us. His name is Larry. Larry talked about the union. He told us about the benefits and the dues. He said, "The union helps workers get better pay. Sometimes it can also help employees with problems." Larry gave us some information to read at home. I don't understand everything. Maybe my brother-in-law can help me. I need to think about joining the union.

Sometimes I miss my old job. I knew a lot of people, and I was comfortable there. But I like this job. There are a lot of good things about working here. The store is near my apartment. I can walk to work. The benefits are good. I work overtime, too. Last week I worked five hours overtime. It was good to have the extra money. We have a lot of bills to pay. I was out of work for a long time. I hope I keep this job for a while. I never want to be laid off again.

Comprehension

A. Circle the letter of the correct answer(s). There may be one or two answers for each sentence.

1. Ramón sits down _____ .
   - **a.** all day
   - **b.** at lunch
   - **c.** at break

2. The store sells _____ .
   - **a.** clothes
   - **b.** tools
   - **c.** carts

3. Workers in Shipping and Receiving _____ .
   - **a.** unload the trucks
   - **b.** put prices on the items
   - **c.** bring the items to the floor

4. Every week there is _____ at the store.
   - **a.** a party
   - **b.** a sale
   - **c.** a layoff

5. It is good for Ramón to be working again because _____ .
   - **a.** he has to lift heavy things
   - **b.** he has to pay his bills
   - **c.** he likes to be busy

B. Ramón likes working at the store. Why? Check the reasons.

1. _____ He can walk to work.

2. _____ He doesn't have to do a lot.

3. _____ He has good benefits.

4. _____ He works overtime.

5. _____ He has a nice boss.

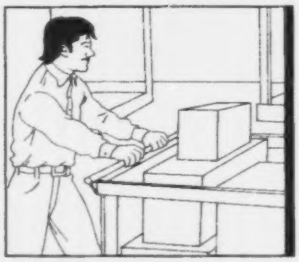
6. _____ He likes to be busy.

7. _____ He works with his friends.

Vocabulary

Complete the reading with these words.

- container
- damaged
- deliveries
- dolly
- dues
- join
- meeting
- prices
- stock
- stockroom
- unload

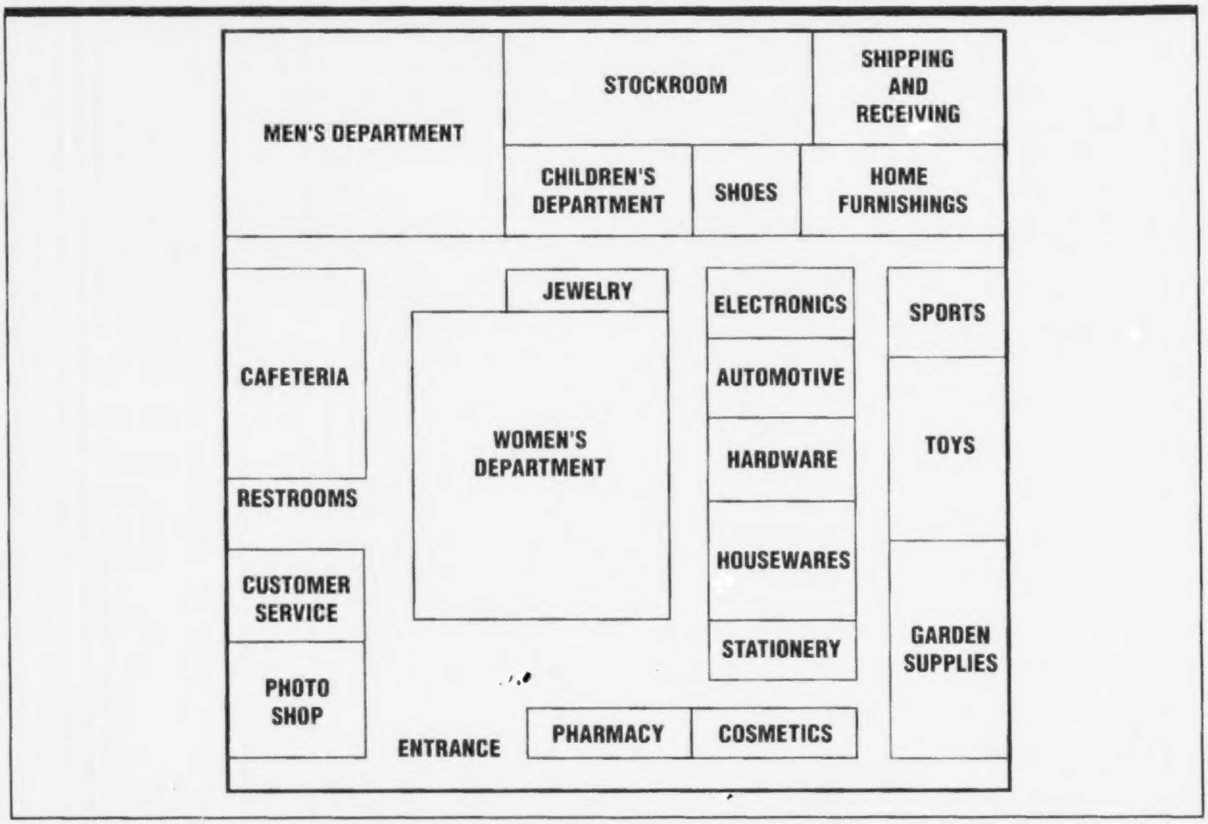


Rollins Department Store is a big place. New ______________ 1 come in every day. The trucks bring the items to Shipping and Receiving. The workers in Shipping and Receiving ______________ 2 the trucks.

The workers in the ______________ 3 unpack the boxes. Sometimes they have to use a ______________ 4 to move heavy items. Some items are no good. These things are ______________ 5. The workers put these items in a big ______________ 6. Other workers ______________ 7 the shelves and put ______________ 8 on the items.

There is a union at the store. Any worker can ______________ 9 the union, but it costs money. Union members pay ______________ 10 every week. Tonight there is a big ______________ 11 for all new union members. They are going to talk about wages. It is important for everyone to go.

Language Skills



Pretend you are at the store entrance. Complete each sentence.

across from　　in the back/front of　　next to　　on the left/right

Example: Shipping and Receiving is next to the stockroom.

1. The Shoe Department is ________________ Home Furnishings.

2. Jewelry is ________________ the Children's Department.

3. The Men's Department is ________________ the store.

4. Electronics is ________________ Shoes.

5. The restrooms are ________________ side of the store. They are ________________ Customer Service.

6. Hardware is ________________ side of the store, ________________ Toys.

Listening Practice

Look at the map on page 114. Listen carefully. Where are you? Circle the letter of the correct answer.

1. **a.** Pharmacy **b.** Garden Supplies **c.** Photo Shop
2. **a.** Restrooms **b.** Customer Service **c.** Cafeteria
3. **a.** Women's Department **b.** Shoes **c.** Children's Department
4. **a.** Hardware **b.** Electronics **c.** Sports
5. **a.** Housewares **b.** Pharmacy **c.** Stationery

Reading Practice

Read the following story. Then answer the questions.

My name is Luz. I am 48 years old. I came to the U.S. 15 years ago. For many years I stayed home with my two children. I was on welfare. I went to ESL class.

Then the law changed. I had to get a job. I was nervous. I was afraid my English wasn't good enough. My daughter helped me get a job in a store. We both work there.

I like my job. I stock the shelves and keep things in order. Sometimes people ask me questions. I try to help them. I like to help people. I also like to get my paycheck.

This job is important to me. It makes me feel good. This job is also important for my children. They see me work hard, and so they work hard, too.

1. Why did Luz have to get a job? ____________________
2. Why does Luz like her job? ____________________
3. Why is Luz's job important to her? ____________________
4. Why is Luz's job important for her children? ____________________

More Practice: Language

Look at the store map on page 114. Where are other departments in the store? Practice questions and answers with a partner.

Example: *Where is Housewares?* *Housewares is next to Stationery.*

Cultural Exchange

1. Do you have unions in your native country?
2. Do you have a union where you work in the U.S.? Do you belong? Why or why not?

Application

1. There are many departments in a store. Are there departments where you work? What are they?
2. Make a map of your department or workplace.
3. What things are good about your job? Make a list.

LESSON 15

Getting Along with Sam

Ramón's Story

Do you talk to everyone at work? Why or why not?
Do you get along with everyone at work? Why or why not?

Words for Work

amount
assistant
Customer Service
get along with
Human Resources (HR)
instructions
inventory
promotion
quantity
raise
review

More Words

figure it out
list
repeat
yell

When I started my job at the store, I didn't know any of the other workers. No one spoke my language. But most of the people were nice. They helped me find things. We had coffee break and lunch together. They made me feel comfortable.

One guy was hard to get along with. His name is Sam. Sam wasn't friendly. Most of the time he didn't even look at me. One day Sam and I had to work together. Sam didn't talk to me. When I asked him a question, he said, "Go figure it out yourself! I have my own work to do." Last month the manager told Sam to show me how to take inventory. Sam told me to count all the items and put the total amount on the inventory list under *quantity*. Sam spoke very fast. I had to ask him to repeat the instructions. He yelled, "What's wrong with you? Where do you come from? Can't you understand English?"

Sam makes me mad. He makes me feel stupid. I know my English isn't great, but I'm not stupid! I need to understand. I want to do a good job. I don't know what to say to Sam, so I stay away from him.

Today Sam got a promotion. He is the new assistant manager. Now Sam and I are going to work together every day. He is going to do the work schedules. He is going to give me instructions every morning. He is going to report any problems to the manager, Ms. Lee. Next month I'm going to have my review. I'm worried about it. I want a good review so I can get a raise. I have to get along with Sam.

Maybe I should talk to Sam. Maybe I should talk to the manager. I don't know what to do. I can't go to Human Resources. We don't have a department like that at the store. I want to do the right thing. Tonight I'm going to talk to my brother-in-law, Joe. I hope he can tell me what to do. Maybe he can help me figure out how to get along with Sam.

Comprehension

A. Circle the letter of the correct answer(s). There may be one or two answers for each sentence.

1. When Ramón came to the store, most of the workers _____ .
   - **a.** were nice
   - **b.** yelled at him
   - **c.** made him feel comfortable

2. Sam wasn't _____ .
   - **a.** fast
   - **b.** mad
   - **c.** friendly

3. Sam was promoted to _____ .
   - **a.** manager
   - **b.** assistant manager
   - **c.** supervisor

4. Ramón has to get along with Sam because _____ .
   - **a.** he is going to work with him every day
   - **b.** he wants a good review
   - **c.** he wants a new friend

5. Ramón doesn't know what to do about Sam. Maybe he should _____ .
   - **a.** get a new job
   - **b.** talk to the manager
   - **c.** talk to Sam

B. Finish the story.

Ramón talks to his brother-in-law, Joe, about his problem with Sam. What do you think Joe says? Work with a partner and finish the story. Then share your story with the class.

Vocabulary

A. Complete each sentence with one of these words or phrases.

Customer Service
figure it out
get along with
Human Resources
raise
review

1. You buy something at a store. There is a problem. You go to __________________ for help.

2. I don't always understand what people say, but I try to __________________ .

3. My boss told me that I was doing a good job. I had a good __________________ .

4. I don't want to fight with my co-workers. I want to __________________ them.

5. You work hard. You get more money. You get a __________________ .

6. Employees can go to the __________________ Department for help.

B. Match each word with the correct meaning.

____ **1.** assistant
____ **2.** yell
____ **3.** inventory
____ **4.** repeat
____ **5.** instructions
____ **6.** promotion
____ **7.** raise
____ **8.** quantity

a. say or do again
b. a better job; higher position at work
c. more money; an increase in pay
d. a helper
e. amount
f. shout; talk loudly
g. directions
h. a list of items in a store; stock

Language Skills

Future Tense

Full Form	Contraction			Full Form	Contraction		
I am	(I'm)	going to	work	we are	(we're)	going to	work
you are	(you're)	going to	work	you are	(you're)	going to	work
he is	(he's)	going to	work				
she is	(she's)	going to	work	they are	(they're)	going to	work
it is	(it's)	going to	work				

A. Complete each sentence with the correct verb form.

Example: (work) Selma is going to work overtime on Saturday.

1. (take) I ______________________________ a day off tomorrow.

2. (apply) Raj ______________________________ for a new job next week.

3. (cut) They ______________________________ the carpet after lunch.

4. (set up) We ____________________ the conference room this afternoon.

Future Tense Negative

I'm	not	going to	work	we	aren't	going to	work
you	aren't	going to	work	you	aren't	going to	work
he she it	isn't	going to	work	they	aren't	going to	work

B. Complete each sentence with the negative form of the verb.

Example: (take) I'm not going to take a break this afternoon.

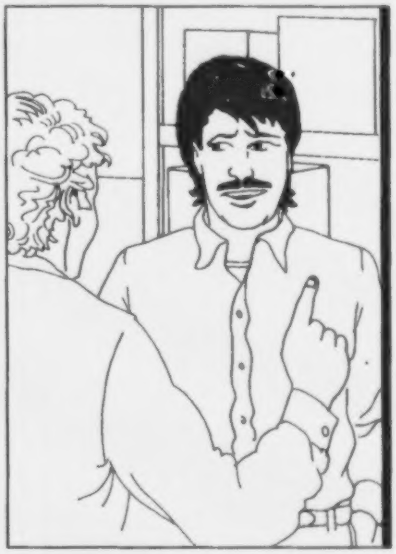
1. (get) Sam ______________________________ a promotion this year.

2. (finish) We ______________________________ the job today.

3. (take) I ______________________________ my vacation in July next year.

Reading Practice

A. Read the following poem about Ramón and Sam.



I work with many people
each and every day.
Most say, "Hi, how are you?"
But Sam looks away.

Sam doesn't talk to me.
I really don't know why.
I'm a pretty nice person.
I'm just a regular guy.

I know my face is different
and I have a different name.
But I want to say to Sam
we are very much the same.

B. Now read about another problem with co-workers. This is Mon's story. Read her story. Then answer the questions.

My name is Mon. I work on a team with two other people. These two people come from the same country, and they speak the same language. They don't talk to me very much, but they talk to each other all day. I do most of the work. This makes me mad. The boss doesn't know. I don't know what to do.

1. What is Mon's problem? ______________________________

2. What should she do? ______________________________

3. Do you have any problems with your co-workers? ______________

4. What should you do? ______________________________

More Practice: Reading

Stockroom Inventory

Qty	Item Description	Stock No.	Unit Price
28	trash can-plastic 9 gal. w/cover	IL123	$12.75
33	trash can-plastic 9 gal. w/o cover	IL124	$10.75
18	trash can-plastic 12 gal. w/cover	IL125	$15.25
11	trash can-plastic 12 gal. w/o cover	IL126	$13.25
38	sheet-single-white-fitted	S40S	$9.75
42	sheet-single-white-flat	S41S	$10.50
44	sheet-double-white-fitted	S42D	$11.25
26	sheet-double-white-flat	S43D	$12.00
33	sheet-queen-white-fitted	S44Q	$13.25
29	sheet-queen-white-flat	S45Q	$13.50
18	sheet-king-white-fitted	S46K	$15.35
16	sheet-king-white-flat	S47K	$15.00

Look at the Stockroom Inventory above. Then answer the following questions.

1. The Sunshine Motel needs 30 of item # S44Q and 30 of item # S45Q. What items do they need to buy? ________________ What is the total amount of the sale? ________________

2. Hope Manufacturing Company wants to order ten 12-gallon trash cans with covers and eight 9-gallon trash cans without covers. How much will they pay for the trash cans? ________________

3. County Hospital needs 60 single white fitted sheets and 60 single white flat sheets. There aren't enough sheets in the stockroom. How many fitted sheets does the store have to order? ____ How many flat sheets? ____ What is the total cost of the sheets the store needs to order? ________________

More Practice: Language Skills

Ask a partner the following questions. Tell the class your partner's answers.

Example: What are you going to do tomorrow? I'm going to ask for a raise.

1. What are you going to do tomorrow? ______________________

2. What are you going to do next week? ______________________

3. What are you going to do next weekend? ______________________

4. What are you going to do next summer? ______________________

5. What are you going to do in a few years? ______________________

Application

Take an inventory of things in a room at the place where you work (storage room, work area, cafeteria, etc.) or in your classroom. Use or copy the form below for your inventory.

INVENTORY OF

Qty.	Item

LESSON 16

Understanding the U.S.

Ramón's Story

Are you a good worker? Do you need new job skills? Is it hard to work in the U.S.? Is it hard to understand everything about the U.S.?

Words for Work

attendance
computer
cooperative
dependable
excellent
hardworking
improve
neat
Performance Evaluation
punctual
skills

More Words

citizen
copy
dictionary

It takes a long time to feel comfortable in a new country. It takes a long time to feel comfortable at work. Every place is different. There is so much to learn.

Last week I had my review at work. This was my first review in the U.S. My manager called me into her office. She said, "Ramón, I'm very happy with your work. Your attendance is excellent. You're punctual. You're hardworking. You're a very dependable worker. I'm going to give you a raise." This was good news! Then Ms. Lee gave me the review to read. It was hard to understand. There were a lot of words I didn't know. I didn't know the words *Performance Evaluation*, *cooperative*, and *neat*. I took a copy of the review home. Everyone in my family tried to help me. We looked up some words in the dictionary. This was good for all of us. We need to learn new words.

We need to learn many other things about work. We don't always know what to say or do. For example, is it OK to correct the boss when he makes a mistake? What do we do when we make a mistake? My wife, Ana, wants to ask for a raise. What does she say to her boss?

We also need to learn other things about this country. We want to know the right thing to do. For example, what do we bring to a birthday party? What do we wear to a wedding? What do we say when someone dies?

Maria, Joe, Ana, and I talk about many things. We try to figure out what to say and do. We want to understand everything about the U.S. We have a good life here, but we still have a lot to learn. Next month Joe and I are going to take a computer class. Computer skills are important in this country. Ana is going to start an ESL class in a few weeks. She wants to improve her English. We want to become U.S. citizens. We want to be a part of this country. The U.S. is our home now.

Comprehension

A. Circle the letter of the correct answer(s). There may be one or two answers for each sentence.

1. Ramón is a good worker because _____ .
   - **a.** he comes to work on time
   - **b.** he is cooperative
   - **c.** he takes a lot of vacations

2. Ms. Lee gave Ramón _____ .
   - **a.** a promotion
   - **b.** a raise
   - **c.** a review

3. Ramón still has a lot to learn. Next month he and Joe are going to _____ .
   - **a.** take an ESL class
   - **b.** take a citizenship class
   - **c.** take a computer class

4. Maria, Joe, Ana, and Ramón want to become U.S. citizens because _____ .
   - **a.** the U.S. is their home now
   - **b.** they want to be a part of this country
   - **c.** they like their jobs

B. Answer the following questions.

1. Did Ramón have a good review? Explain. ______________________________

   ____

2. Ramón needs to learn many things about work. He also needs to learn many things about the U.S. Why is this important to Ramón? _____________

   ____

211

Vocabulary

Write the correct vocabulary word on the lines. Put one letter on each line. Write the circled letters on the lines at the bottom. What word does this spell?

1. Lola works well with other people. She is _____ .
   C _ _ _ _ ○ _ _ _ _ _
2. Monique did a great job today. Her work was _____ .
   ○ _ _ _ _ _ _ _ _
3. Ali needs to do a better job. His work needs to _____ .
   _ _ _ _ _ ○ _
4. Edvar's boss told him he was doing a good job. He gave Edvar a good Performance _____ .
   _ _ _ _ _ _ _ ○ _ _
5. Pravit's work station is never messy. It is always _____ .
   _ ○ _ _
6. Yoshi works hard all day. She is _____ .
   _ _ _ _ ○ _ _ _ _ _ _

_ _ _ _ _ _

Language Skills

Future Tense Questions

Am	I	going to	work?	Are	we	going to	work?
Are	you	going to	work?	Are	you	going to	work?
Is	he she it	going to	work?	Are	they	going to	work?

Complete each question with the correct verb form.

Example: Is your brother going to apply for a new job?

1. (talk) ____ you ________________ to your boss about the problem?
2. (take) ____ Clara ________________ the day off tomorrow?
3. (deliver) ____ they ________________ the shipment this afternoon?
4. (get) ____ I ________________ a raise soon?
5. (study) ____ you ________________ English next year?
6. (fix) ____ we ________________ the machine later?
7. (wash) ____ she ________________ the floors tonight?
8. (clean up) ____ you ________________ your work area?

Oral Practice: Pronunciation

Say these words. How many parts does each word have? Write the number.

1. raise ____
2. hardworking ____
3. inventory ____
4. excellent ____
5. improve ____
6. evaluation ____
7. attendance ____
8. quantity ____
9. computer ____
10. application ____
11. skills ____
12. dependable ____

Reading Practice

A. Look at the review below. Then answer the questions.

Performance Evaluation

Name: Ping Ho

Job: Meat Packer

Supervisor Signature
Janek Huminski

Employee Signature
Ping Ho

Date 12/10/03

	Excellent	Satisfactory	Needs Improvement
Work			
Job skills	☐	☒	☐
Keeps area clean and neat	☒	☐	☐
Follows instructions	☐	☒	☐
Follows safety rules	☐	☒	☐
Completes work on time	☒	☐	☐
Asks questions when necessary	☐	☐	☒
Reports problems	☐	☐	☒
Personal Qualities			
Attendance	☒	☐	☐
Punctual	☒	☐	☐
Helpful and cooperative	☒	☐	☐
Dependable	☒	☐	☐
Accepts correction	☐	☐	☒

1. What is Ping Ho's job? ____________
2. Does Ping come to work on time? ____________
3. Do you think Ping *always* follows safety rules? Explain. ____________
4. Does Ping speak up at work? How do you know? ____________
5. Does she get along with her co-workers? ____________
6. What personal quality needs improvement? ____________
7. Is this a good review? What do you think? ____________

B. Discuss the following questions with your classmates.

1. Ping does not accept correction well. What can she do to improve?
2. Do you accept correction well?

Writing Practice

What kind of worker are you? Use as many of the following words as you can to write about yourself.

(a)	(b)
neat hardworking helpful responsible cooperative careful fast punctual dependable	ask questions follow directions report problems follow safety rules come to work on time get along with my co-workers complete work on time speak English most of the time

I work at ____________ (place). I'm a ____________ (job). I'm a good worker. I'm ____________ (a), ____________ (a), and ____________ (a). Also, I ____________ (b), and I ____________ (b).

There are some things I need to improve. I need to be ____________ (a). I also need to ____________ (b).

Let's Think about It

Ramón doesn't always know what to say and do at work. Read the sentences. Then answer the questions with your class.

1. You don't understand your boss. What do you say?
   a. Nothing. You just smile.
   b. "I don't understand. Please repeat that."
2. Your co-worker's father died. What do you say?
   a. Nothing.
   b. "I was sorry to hear about your father."
3. A co-worker says to you, "I like your shirt." What do you say?
   a. "Thank you."
   b. Nothing.
4. You want to work overtime. What do you do?
   a. Talk to your boss.
   b. Work overtime without talking to your boss.
5. Your partner is slow. You do most of the work. What do you do?
   a. Talk to your partner about it.
   b. Tell your boss.
6. Your boss wants to promote you. You are nervous about the work. What do you do?
   a. Talk to your boss.
   b. Take the job.
   c. Turn down the job.
7. Your co-workers get a raise. You don't. You are upset. What do you do?
   a. Get mad at your co-workers.
   b. Quit your job.
   c. Talk to your boss.
8. You need to ask your boss a question. He is talking to someone. What do you do?
   a. Go back to work.
   b. Start talking.
   c. Say, "Excuse me," and wait to speak.
9. Your co-worker gives you some food. You don't want it. What do you say?
   a. "No, thank you."
   b. Nothing.
   c. "What is this?"

More Practice: Reading

Read about Ramón and his family. Then answer the questions.

Ana and I like it here in the U.S. We have a nice apartment. We have good jobs. We can pay our bills. Our kids are happy, too. They like school and have lots of friends.

Every Sunday we get together with Maria and Joe. We eat Mexican food. We play games. We listen to Spanish music. We watch soccer on TV. Sometimes we call our family in Mexico.

Our kids used to like Sundays. Now they don't want to stay home with the family. They want to go out with their friends. They want to eat U.S. food and listen to U.S. music. They like to go to movies and football games. They speak English most of the time. They don't want to speak Spanish. We don't want our kids to forget Spanish. We want them to be able to talk to their grandparents and other people in the family.

Our kids want to be like kids in the U.S. Ana and I want our kids to be happy, but sometimes we feel sad. We don't want them to lose our language and our culture.

1. What do Ramón and Ana do on Sunday?
2. What do their kids want to do?
3. Why do Ramón and Ana sometimes feel sad?
4. Is it important to keep your native culture?
5. Do you speak your native language at home?
6. Do you speak your native language at work?

Application

Write your story. Use Ramón's story as a model. Share your story with the class.

LISTENING EXERCISE PROMPTS

UNIT 1 LESSON 2

Application: Listening Practice (page 21)

Listen to the questions. Write your answers to the questions.

1. What country are you from?
2. What was your job in your native country?
3. When did you come to the U.S.?
4. What was your first job in the U.S.?
5. What is your telephone number?
6. What is your zip code?
7. What is your date of birth?
8. When is your ESL class?

LESSON 4

Listening Practice (page 35)

Listen to the measurements. Write what you hear. Use numerals and abbreviations.

1. two and one-half quarts
2. one hundred and eighty pounds
3. two-thirds cup
4. five thousand, one hundred forty pounds
5. three and three-fourths teaspoons
6. fifteen gallons
7. six and seven-tenths inches
8. thirteen thousand, two hundred forty feet

UNIT 2 LESSON 5

Listening Practice (page 42)

Listen to the times, days, and dates. Write what you hear.

1. Monday
2. 6:30
3. March 30th
4. 7:45 A.M.
5. July 13, 2002
6. Wednesday
7. September 21st
8. Thursday, January 11th
9. 5:15 P.M.
10. Tuesday, August 3rd
11. 10 past 4
12. April 19, 1996

LESSON 6

Listening Practice (page 51)

Following Directions

Part 1. Listen to the dialogues. Say the answers to the questions you hear.

Example:

A. Please get the bleach. It's on the bottom shelf.
B. I don't understand. Where's the bleach?
A. It's on the bottom shelf.

Now listen to the following dialogues and answer each question.

1. **A.** Please get the sponges. They're on the third shelf.
   B. I don't understand. Where are the sponges?
2. **A.** Please get the vacuum. It's in the storage room.
   B. I don't understand. Where's the vacuum?
3. **A.** Please get the glasses. They're on the top shelf.
   B. I don't understand. Where are the glasses?
4. **A.** Please get the mop. It's in the supply closet.
   B. I don't understand. Where's the mop?

Part 2. Listen to the directions. Then see if you can repeat them in the same order.

1. First, dust the bedroom.
   Next, make the bed.
   Then, vacuum the bedroom.
2. First, cut up the carrots.
   Next, cut up the potatoes.
   Then, cut up the onions.
3. First, punch in.
   Next, get a uniform.
   Then, go to the department.
   Last, get a work order.

LESSON 7

Listening Practice (page 59)

Listen to the message. Write what you hear.

Date: April 17th, two thousand three
Time: 6:00 A.M.
To: Ray Jones [r-a-y j-o-n-e-s]
From: Ana Rivera [a-n-a r-i-v-e-r-a]
Message: Lin Wu [l-i-n w-u] cannot come to work today. She is sick.

UNIT 3 LESSON 10

More Practice: Listening (page 84)

Listen to each dialogue. Circle the letter of the correct answer.

1. **A.** You should wear your safety glasses. You can get something in your eye.
   B. a. Thanks. I forgot.
   b. I don't need them.
2. **A.** You'd better get your gloves. The machine is hot.
   B. a. You're not my boss. You can't tell me what to do.
   b. I know. I have to get a new pair.
3. **A.** We're using the sander today. Where is your mask?
   B. a. I'll go get it.
   b. I'll put it on later.
4. **A.** You're supposed to wear a hair net, you know.
   B. a. Oh, thanks. I forgot it.
   b. It's OK. The boss isn't here today.

LESSON 12

Listening Practice (page 98)

Listen to the problems. Circle the letter of the best answer.

1. Magda works in a laundry. The washing machine is making a loud noise. What should Magda do?
2. Ahmad works in a restaurant. He sees smoke in the supply room. What should Ahmad do?
3. Mei Ling works in a garment factory. She doesn't know what material to use. What should Mei Ling do?
4. Judith works in a hospital. She brings meals to the patients. She sees a spill on the floor in Room 35 that could be hazardous. What should Judith do?
5. Luis works at a construction company. He found a mistake in the work order. What should he do?

UNIT 4 LESSON 14

Listening Practice (page 115)

Look at the map on page 114. Listen carefully. Where are you? Circle the letter of the correct answer.

1. You are in the front of the store, near the Entrance, next to Cosmetics. Where are you?
2. You are on the left side of the store, across from the Women's Department, next to the Photo Shop. Where are you?
3. You are in the back of the store, next to the Men's Department, and across from Jewelry. Where are you?
4. You are on the right side of the store, across from Toys, between Housewares and Automotive. Where are you?
5. You are near the Women's Department, on the right side of the store, across from Cosmetics. Where are you?

ANSWER KEY

LESSON 1

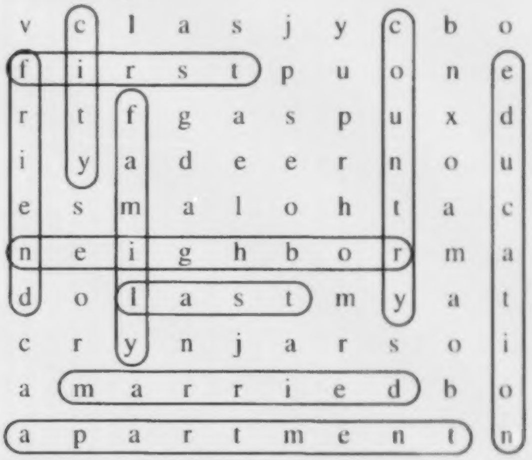
Comprehension

1. yes
2. no
3. no
4. yes
5. yes
6. no

Vocabulary / A

1. family
2. last name
3. city
4. apartment
5. hospital
6. native country
7. nervous
8. language

Vocabulary / B



v	c	l	a	s	j	y	c	b	o
f	i	r	s	t	p	u	o	n	e
r	t	f	g	a	s	p	u	x	d
i	y	a	d	e	e	r	n	o	u
e	s	m	a	l	o	h	t	a	c
n	e	i	g	h	b	o	r	m	a
d	o	l	a	s	t	m	y	a	t
c	r	y	n	j	a	r	s	o	i
a	m	a	r	r	i	e	d	b	o
a	p	a	r	t	m	e	n	t	n

Language Skills / A

1. am
2. are
3. is
4. are
5. is

1. I'm
2. They're
3. She's
4. You're
5. It's

Language Skills / B

1. Are
2. Is
3. Is
4. Is
5. Are
6. Are

Language Skills / C

1. Is he thirteen years old?
2. Are you nervous?
3. Is she a good worker?
4. Are you from El Salvador?
5. Is it Thursday?
6. Are your children in school?

LESSON 2

Comprehension

1. no
2. yes
3. no
4. yes
5. yes
6. no
7. no

Vocabulary / A

1. form
2. female
3. single
4. employer
5. male
6. signature
7. emergency
8. print

Vocabulary / B

1. area code
2. children
3. print
4. emergency
5. signature
6. address

Language Skills / A

1. am not
2. is not
3. are not
4. is not
5. is not

1. I'm not
2. isn't
3. aren't
4. isn't
5. isn't

Language Skills / B

1. No, she isn't.
2. No, I'm not.
3. No, they aren't.
4. No, it isn't.
5. No, I'm not.

More Practice: Vocabulary

1. h
2. g
3. b
4. a
5. i
6. e
7. c
8. d
9. f

LESSON 3

Comprehension

1. yes
2. no
3. no
4. yes
5. yes
6. no

Vocabulary / A

1. nationality
2. supervisor
3. departments
4. maintenance
5. housekeeping
6. laundry
7. kitchen

Vocabulary / B

1. e
2. h
3. f
4. a
5. g
6. b
7. d
8. c

Language Skills / A

1. want
2. knows
3. like

Language Skills / B

1. doesn't
2. don't
3. don't
4. doesn't

Reading Practice

1. b
2. b
3. c
4. a

More Practice: Vocabulary

1. e
2. h
3. k
4. c
5. l
6. b
7. d
8. j
9. a
10. f
11. i
12. g

LESSON 4

Comprehension

1. no
2. yes
3. yes
4. no
5. no
6. yes

Vocabulary / A

1. time card
2. supply room
3. gloves
4. hair nets
5. diet
6. cart
7. uniform
8. menu

Vocabulary / B

1. diet
2. cart
3. menu
4. measurement
5. housekeeper
6. wash

Language Skills / A

1. Do, like
2. Do, cook
3. Does, work
4. Does, wash
5. Do, need
6. Do, have
7. Does, know

More Practice: Measurement

1. 4 cups
   8 pints
   8 ounces
2. 10 cups of apples, 12 cups of peaches, 15 cups of oranges, 37 cups of fruit salad
3. 2 pints, 1 quart
4. 12 teaspoons
5. 8 quarts
6. $3\frac{1}{3}$ yards
7. $4\frac{1}{2}$ feet

Listening Practice

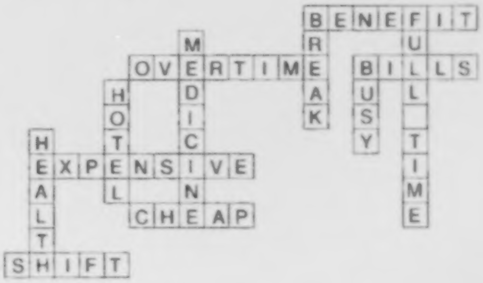
1. $2\frac{1}{2}$ qt.
2. 180 lb.
3. $\frac{2}{3}$ c.
4. 5,140 lb.
5. $3\frac{3}{4}$ tsp.
6. 15 gal.
7. $6\frac{7}{10}$ in.
8. 13,240 ft.

LESSON 5

Comprehension

1. yes
2. no
3. no
4. yes
5. no

Vocabulary



Language Skills / A

1. Can, help
2. Can, have
3. Can, work
4. Can, go
5. Can, leave

Listening Practice

1. Monday
2. 6:30
3. March 30th
4. 7:45 A.M.
5. July 13, 2002
6. Wednesday
7. September 21st
8. Thursday, January 11th
9. 5:15 P.M.
10. Tuesday, August 3rd
11. 10 past 4
12. April 19, 1996

Reading Practice

1. first
2. 30 minutes / $^{1}/_{2}$ hour
3.

Monday	8
Tuesday	8
Wednesday	8 $^{1}/_{2}$
Thursday	9
Friday	8 $^{1}/_{2}$
Saturday	4

4. 46
5. 6

More Practice: Reading

1. b
2. c
3. c
4. c
5. b

LESSON 6

Comprehension / A

1. yes
2. yes
3. no
4. no
5. no
6. yes

Comprehension / B

1. c
2. c
3. a
4. b

Vocabulary / A

1. storage room
2. guest
3. equipment
4. work order
5. inspection
6. elevator

Vocabulary / B

1. shelf
2. bathroom
3. guest
4. inspection
5. bed
6. tip

Language Skills

1. between
2. next to
3. above
4. below
5. behind

Listening Practice / A

1. 2
2. 1
3. 2
4. 3
5. 3
6. 2
7. 1
8. 2
9. 2
10. 1
11. 2
12. 2
13. 2
14. 1
15. 2
16. 3
17. 2
18. 3

Writing Practice / A

1. housekeeping
2. housekeeper
3. gets her work order
4. goes to the storage room and gets her cart
5. gets the supplies she needs

6.
7. } mop, cleaners, brush, paper towels, dust cloth, vacuum cleaner (any 3)
8.

LESSON 7

Comprehension / A

1. yes
2. no
3. yes
4. no
5. no
6. no

Comprehension / B

1. b
2. a
3. c
4. c

Vocabulary / A

1. holidays
2. appointment
3. vacation
4. calls in sick
5. cover for
6. unpaid

Vocabulary / B

1. problem
2. office
3. vacation
4. message

Language Skills / A

1. have
2. has
3. have
4. has
5. have

Language Skills / B

1. Do, have
2. Do, have
3. Do, have
4. Does, have
5. Does, have

Reading Practice

1. 2/25/03
2. 8:10, morning
3. She is sick.

Listening Practice / A

Date: 4/17/03
Time: 6:00 A.M.
To: Ray Jones
From: Ana Rivera
Message: Lin Wu cannot come to work today.
She is sick.

Let's Think about It

Answers will vary.

LESSON 8

Comprehension / A

1. no
2. yes
3. no
4. no
5. yes

Comprehension / B

1. b
2. c
3. b
4. a

Vocabulary / A

1. pay stub
2. pay period
3. time and a half
4. earn
5. deduction
6. federal withholding tax

Vocabulary / B

1. d
2. f
3. h
4. g
5. c
6. a
7. e
8. b

Language Skills / A

1. are doing
2. are washing
3. is talking
4. are working
5. am helping

Language Skills / B

1. Is, eating
2. Are, taking
3. Is, covering
4. Are, studying

Reading Practice / B

1. 10-3-03 – 10-09-03
2. $81
3. $441
4. $37.34
5. $125.36
6. $315.64

More Practice: Reading / B

5
3
1
4
6
2

LESSON 9

Comprehension / A

1. c
2. a, b
3. b, c
4. a, c
5. a, c

Comprehension / B

1. people, teams, products, machines

Vocabulary / A

1. machines
2. team member
3. labels
4. fire alarm
5. poison
6. comfortable

Vocabulary / B

1. d
2. f
3. h
4. a
5. g
6. c
7. e
8. b

Reading Practice

1. They work at a nursing home.
2. She doesn't always understand directions. She can't read all the signs and labels.
3. No. She is afraid he will get mad.
4. She should say, "I don't understand. Can you please help me?"

LESSON 10

Comprehension / A

1. c
2. a, c
3. a
4. b
5. b, c

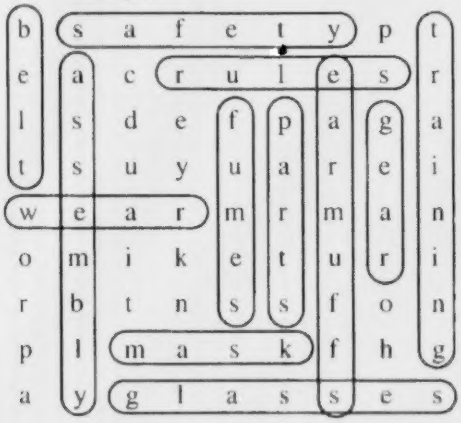
Comprehension / B

4
3
6
1
5
2

Vocabulary / A

1. training
2. safety rules
3. safety gear
4. mask
5. respirator
6. harmful

Vocabulary / B



b	s	a	f	e	t	y	p	t
e	a	c	r	u	l	e	s	r
l	s	d	e	f	p	a	g	a
t	s	u	y	u	a	r	e	i
w	e	a	r	m	r	m	a	n
o	m	i	k	e	t	u	r	i
r	b	t	n	s	s	f	o	n
p	l	m	a	s	k	f	h	g
a	y	g	l	a	s	s	e	s

Language Skills / A

1. needed
2. helped
3. talked
4. showed

Language Skills / B

1. Did, work
2. Did, show
3. Did, wear
4. Did, get

Listening Practice / A

1. 1
2. 1
3. 2
4. 2
5. 1
6. 2
7. 1
8. 2
9. 1
10. 2
11. 1
12. 1

More Practice: Listening

1. a
2. b
3. a
4. a

LESSON 11

Comprehension / A

1. this morning
2. in the machine shop
3. George wasn't wearing gloves.

1. last week
2. in the assembly department
3. Kamel's goggles broke, and he didn't get new ones / Kamel wasn't wearing goggles.

Comprehension / B

5
2
3
6
1
4

Vocabulary / A

1. burn
2. Goggles
3. prevent
4. procedure
5. Workers' Compensation

Vocabulary / B

1. gloves
2. apron
3. first aid kit
4. goggles
5. boots
6. injury

safety

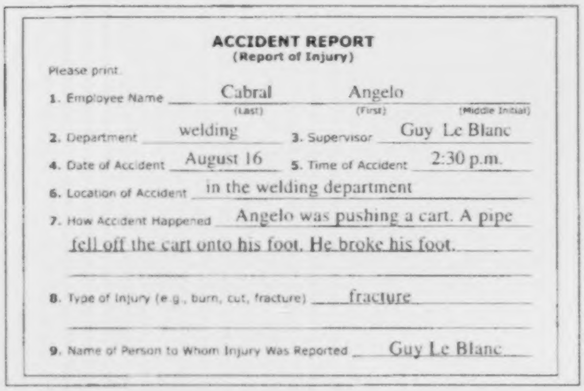
Language Skills

1. did
2. was
3. put
4. broke
5. took
6. gave
7. went
8. were
9. made
10. said

Reading Practice

1. Angelo Cabral
2. in the welding department / at Goodwin Products
3. on August 16 / at 2:30 in the afternoon

Writing Practice



ACCIDENT REPORT
(Report of Injury)

Please print.

1. Employee Name Cabral (Last) Angelo (First) (Middle Initial)
2. Department welding
3. Supervisor Guy Le Blanc
4. Date of Accident August 16
5. Time of Accident 2:30 p.m.
6. Location of Accident in the welding department
7. How Accident Happened Angelo was pushing a cart. A pipe fell off the cart onto his foot. He broke his foot.
8. Type of Injury (e.g., burn, cut, fracture) fracture
9. Name of Person to Whom Injury Was Reported Guy Le Blanc

LESSON 12

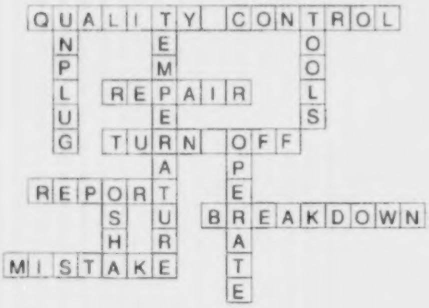
Comprehension / A

1. a, c
2. c
3. b, c
4. b, c
5. a, c

Comprehension / B

1. Pushpa didn't turn off the machine. She didn't tell anyone the warning light on her machine came on.
2. Boxes in front of the emergency exit, nails on the floor, a broken safety switch on a machine, the temperature on a machine is too high.
3. Bad materials and supplies make bad products.

Vocabulary



Language Skills

1. had
2. saw
3. lost
4. brought
5. told
6. found
7. got
8. left
9. shut
10. got

Listening Practice

1. b
2. a
3. b
4. c
5. a

Reading Practice

1. Edna and Flor are friends. / Edna and Flor are co-workers.
2. Edna mixed ammonia and bleach together, and the fumes made her sick.
3. last week
4. Flor called 911. She talked to the dispatcher and gave him the necessary information.

LESSON 13

Comprehension / A

1. a
2. b, c
3. a
4. a, c
5. b

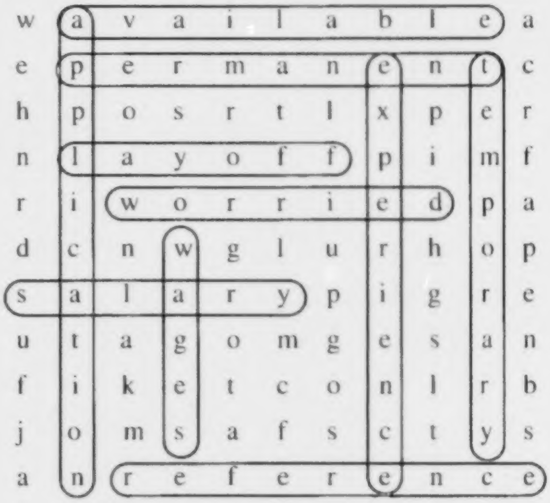
Comprehension / B

1. friends and neighbors
2. stores in his neighborhood and the Unemployment Office
3. bulletin boards and help wanted ads
4. applications

Vocabulary / A

1. job opening
2. application
3. temporary
4. work experience
5. wages
6. Unemployment Office

Vocabulary / B



w	a	v	a	i	l	a	b	l	e	a
e	p	e	r	m	a	n	e	n	t	c
h	p	o	s	r	t	l	x	p	e	r
n	l	a	y	o	f	f	p	i	m	f
r	i	w	o	r	r	i	e	d	p	a
d	c	n	w	g	l	u	r	h	o	p
s	a	l	a	r	y	p	i	g	r	e
u	t	a	g	o	m	g	e	s	a	n
f	i	k	e	t	c	o	n	l	r	b
j	o	m	s	a	f	s	c	t	y	s
a	n	r	e	f	e	r	e	n	c	e

Language Skills

1. at
2. on
3. in
4. on
5. on
6. at, in
7. in
8. on, in

Reading Practice

1. Asst. Cook, Delivery Person
2. Store Clerk, Machine Operator, Laundry Worker
3. Machine Operator
4. 432-6660
5. Laura
6. Latin Village
7. Machine Operator, Laundry Worker

More Practice: Vocabulary

1. k
2. i
3. p
4. g
5. j
6. l
7. n
8. d
9. m
10. o
11. f
12. e
13. b
14. a
15. h
16. c

More Practice: Reading

1. Work has slowed down. / They lost over $3 million. / They have to close some departments.
2. He has four kids and needs a job. / There is no other place to work in the area.
3. When people are out of work, they don't spend much money.

LESSON 14

Comprehension / A

1. b, c
2. a, b
3. a
4. b
5. b, c

Comprehension / B

1, 3, 4, 6

Vocabulary

1. deliveries
2. unload
3. stockroom
4. dolly
5. damaged
6. container
7. stock
8. prices
9. join
10. dues
11. meeting

Language Skills / A

1. next to
2. across from
3. in the back of
4. across from
5. on the left, next to
6. on the right, across from

Listening Practice

1. a
2. b
3. c
4. a
5. c

Reading Practice

1. The welfare law changed.
2. She likes to help people. / She likes to get a paycheck.
3. Luz's job makes her feel good.
4. Luz's children see her work hard, so they work hard, too.

LESSON 15

Comprehension / A

1. a, c
2. c
3. b
4. a, b
5. b, c

Vocabulary / A

1. Customer Service
2. figure it out
3. review
4. get along with
5. raise
6. Human Resources

Vocabulary / B

1. d
2. f
3. h
4. a
5. g
6. b
7. c
8. e

Language Skills / A

1. am going to take
2. is going to apply
3. are going to cut
4. are going to set up

Language Skills / B

1. isn't going to get
2. aren't going to finish
3. I'm not going to take

Reading Practice / B

1. Her co-workers talk to each other all day and don't do much work. Mon does most of the work.
2. Answers may vary.

More Practice: Reading

1. white fitted queen sheets and white flat queen sheets, $802.50
2. $238.50
3. 22 fitted sheets, 18 flat sheets, $403.50

LESSON 16

Comprehension / A

1. a, b
2. b, c
3. c
4. a, b

Comprehension / B

1. Yes. Ramón's boss said she was happy with his work. / Ramón's attendance is excellent. He is punctual, hardworking, and dependable. / Ramón got a raise.
2. He wants to be part of the U.S. because it is his home now.

Vocabulary

1. cooperative
2. excellent
3. improve
4. evaluation
5. neat
6. hardworking
   review

Language Skills

1. Are, going to talk
2. Is, going to take
3. Are, going to deliver
4. Am, going to get
5. Are, going to study
6. Are, going to fix
7. Is, going to wash
8. Are, going to clean up

Oral Practice: Pronunciation

1. 1
2. 3
3. 4
4. 3
5. 2
6. 5
7. 3
8. 3
9. 3
10. 4
11. 1
12. 4

Reading Practice / A

1. She is a meat packer.
2. Yes.
3. Answers may vary.
4. No. *Asks questions when necessary* and *Reports problems* need improvement.
5. Yes.
6. *Accepts correction*
7. Answers may vary.

Let's Think about It

1. b
2. b
3. a
4. a
5. a
6. a
7. c
8. c
9. a

More Practice: Reading

1. They get together with Maria and Joe. / They eat Mexican food. / They play games. / They listen to Spanish music. / They watch soccer on TV. / Sometimes they call their family in Mexico.
2. Their kids want to go out with their friends. / They want to eat American food and listen to American music. They want to go to movies and football games.
3. They don't want their kids to lose their language and culture.

At Work in the U.S.

Readings and Language for Job Success

Ellen Vacco
Paula Jablon

At Work in the U.S. helps beginning-level adult ESL learners gain the general language skills and cultural understanding they need to function successfully in the U.S. workplace. The lessons address common workplace topics and key issues that students will encounter:

- expressing personal information, from filling out forms to meeting new people at work
- dealing with job procedures and benefits, from schedules to paychecks
- working safely, from following safety rules to reporting problems
- understanding workplace culture, from learning to work with others to getting a performance review

Lessons are set in specific work settings, but the language and skills that are taught are relevant and can be easily transferred to meet students' personal work requirements.

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